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A. SHORTT

Our Working World

Neighbors at Work

by Lawrence Senesh

Professor of Economic Education
Purdue University

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M. SHORTT

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Neighbors at Work

RESOURCE UNIT

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ACKNOWLEDGMENTS

Many people have been helpful to the author in bringing OUR WORKING WORLD to its present stage. In 1958 Purdue University established within the economics department a special academic position to promote research in economic education and increase the economic competence of teachers and pupils in the public schools. When the author accepted the invitation of the university, he found a friendly, intellectual climate conducive to innovation.

Concerned that children were not being sufficiently exposed to the world of ideas, the author wanted to test whether significant ideas in the social sciences could be made meaningful to children in the primary grades. The Elkhart (Ind.) Public Schools welcomed such an experiment and invited the author to work with their teachers and children.

The Elkhart school administration, teachers, and community at large gave warm and fullhearted support to the project. J. C. Rice, superintendent of schools, set the tone for friendly acceptance of the experiment. Harold Oyer, assistant superintendent of schools, was always willing to listen and never failed to give good advice.

Curriculum change cannot be undertaken without the support of the community. Many parents reported proudly to the teachers the thoughtful questions their children asked about the economic world. The business community felt that the project would develop children's knowledge of and respect for the structure and functioning of the American economic system. John Best, prominent Elkhart industrialist, gave much time and financial assistance to the program. He established an assistantship and a graduate fellowship in economic education at Purdue University. The support of the general community, which Elkhart so well provided, is essential to a program for which the community is used as a laboratory for the children's discoveries.

A special note of gratitude is due Purdue University, which, through President Frederick L. Hovde and Dean E. T. Weiler, has encouraged an atmosphere in which creative work is enhanced in every possible way. Associate Dean John Day was particularly helpful in resolving many of the problems that arose in the continued research program of the project.

Three persons especially should be mentioned: Irving Morrissett and Vernon Smith, of the Purdue University economics department, on whom the author tested many of his ideas, and Leon E. Trachtman, of the Purdue Research Foundation, whose sensitive literary skill added new dimensions to many parts of the manuscript.

It is difficult to give fair recognition to all the people who have

helped the author in his work. Arno Bellack, Teachers College, Columbia University, has encouraged the author over a period of years to develop more fully the idea of the organic curriculum. The Joint Council on Economic Education and its director, Moe Frankel, has enabled the author to become acquainted with elementary school classrooms from coast to coast, and to discover the exciting world of the child.

The following consultants were instrumental in identifying some of the main ideas of the disciplines they represent so that the author could relate these ideas to the children's experiences: David Easton, political science, the University of Chicago; William Pattison, geography, San Fernando Valley State College; and Robert Perrucci, sociology, Purdue University.

A number of public school teachers provided help on parts of the project. Particularly helpful comments were received from Miss Juanita Bowlby, Mrs. Geraldine Cummins, Miss Katheryn Fitzgerald, and Miss Wreatha McFarren, of the Elkhart (Ind.) Public Schools. Mrs. Elizabeth Brock, of the Evanston (Ill.) Public Schools, and Mrs. Dorothy Light, of the West Lafayette (Ind.) Public Schools, helped to align the author's objectives with the world of primary school children.

Other very useful comments were received from teachers and administrators in the Oberlin, Ohio, school system and many New York City schools, especially from Public School 158 and Public School 183 in Manhattan, where experiments in adapting the material to a wide variety of students were carried out.

It has been a pleasure to work with Mrs. Jeanne Stoner, my trusted friend and critic, who has written many of the stories and has narrated the recorded lessons.

Mrs. Gail Humphreys has worked with the author as his research assistant. Her helpfulness has taken much of the burden from the author.

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The author would like to express his appreciation to Edward Lerner, social studies editor of Science Research Associates, and his staff, who with untiring enthusiasm gave their best to improve the manuscript.

The quality of the recorded lessons and many of their innovations can be credited to Stephen Lewis, of Science Research Associates.

The project could never have advanced to the present stage without a grant from the Carnegie Corporation. Its selection of this project for support has given added impetus to the author.

And finally, nobody has given greater help to the author in sharing and challenging ideas and in helping to bring the manuscript to completion than Dorothy Senesh. She has been a patient wife and an untiring co-worker. Her inspiration leaves a permanent impression upon the thoughts and work of the author.

LAWRENCE SENESH

June 1965, Lafayette, Indiana

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PART I

Description

OVERVIEW OF THE PROGRAM

The subject of Our Working World, Book Two, is *Neighbors at Work*. Focusing on the neighborhood was a challenging task. The neighborhood is small; yet it contains the major forces of society. The child knows his neighborhood almost as well as his own home. It is his stamping ground, and his first contact with society outside his own family.

The preparation of *Neighbors at Work* was also challenging because, in the United States, few neighborhoods are alike. It was important not to present the children with a stereotyped neighborhood that has nothing in common with real life. Our purpose was to present many kinds of neighborhoods, populated by real people. The neighborhoods presented in this book are new and old, urban and rural, suburban and small-town. The people who live in these neighborhoods come from different backgrounds. Some are happy; some are sad. Some people have good incomes; some have low incomes. The residents of the neighborhoods are depicted as people having likes, dislikes, problems, and hopes.

In *Neighbors at Work*, the children will meet people who immigrated from all over the world in the hope of a better life for themselves and their children. The people presented in this book have one common trait: their faith in the future. They are people who became aware that neighborhoods are as good as the people make them. These people learn that the quality of their neighborhoods depends on their willingness to do something about it. Although these attitudes are not universally felt, children should become aware of the importance of such attitudes.

Some people have said that children should be shielded from social realities. They argue that the presentation of the real world to small children may weaken the children's confidence in society. This argument is clearly unsound. Children are already exposed constantly to social realities. They live and inhale reality. They are witnesses and participants in the economic and social world.

Children of many social and economic backgrounds rub shoulders in the schools of our country. They share experiences, spoken and unspoken. Some children come from poor families; others from rich families. Some children come from happier homes than others. In every schoolroom, children come from families with different tastes as to how to use their time and incomes. All these experiences make deep-rooted impressions on children that, in turn, affect their behavior.

Children's experience with the real world should be accepted as a fact and a point of departure. The task of education is to give children analytical tools and teach them to use these tools. With analytical tools the children will be better able to discover cause-effect relationships in society, and the order that underlies the seemingly chaotic real world. Without such tools, children may become bewildered and detached from society.

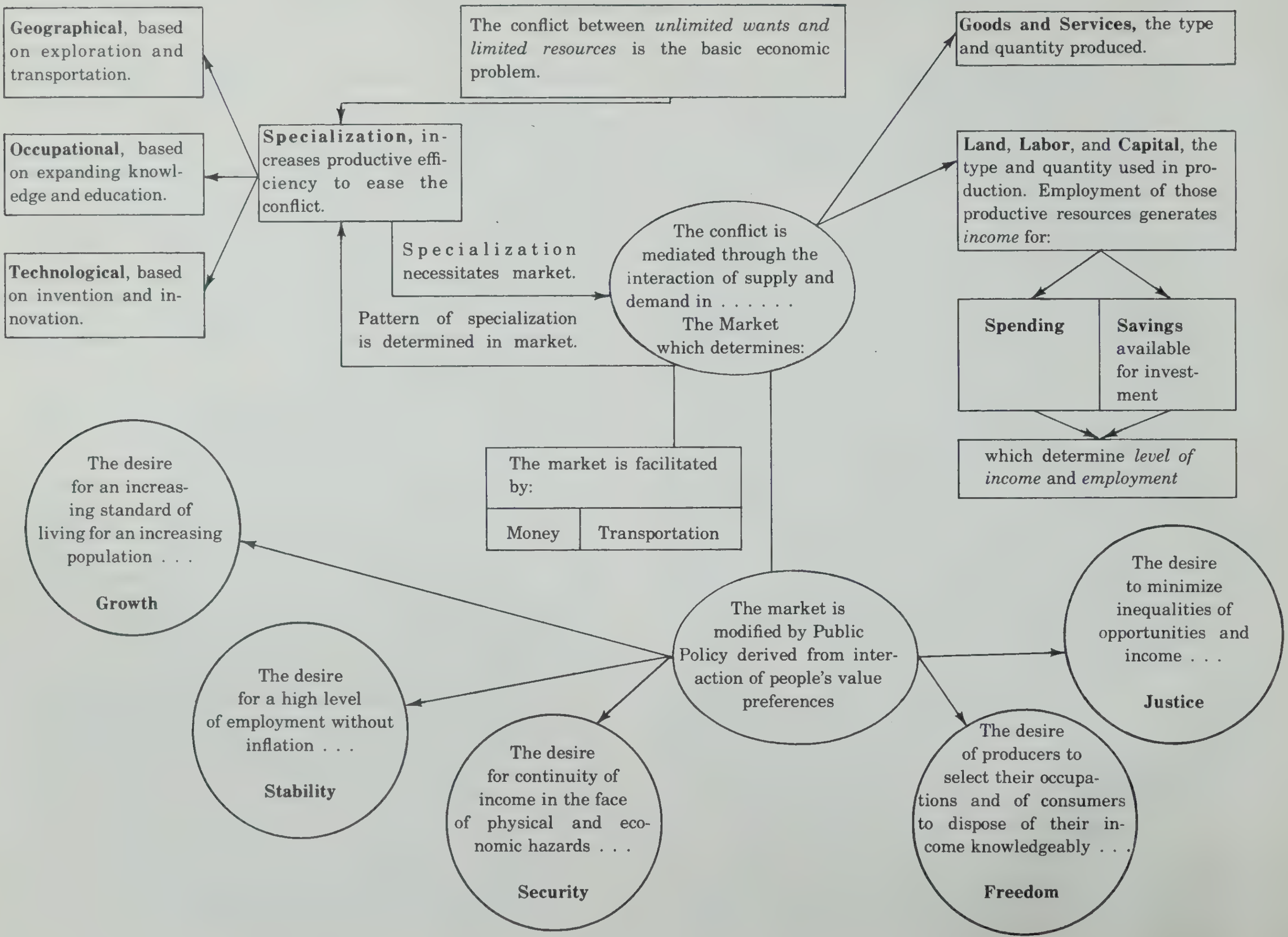
Neighbors at Work attempts to present life honestly. Honesty stimulates optimism and a desire to participate. Honesty discourages cynicism and withdrawal.

Families at Work, Book One, and *Neighbors at Work*, Book Two, are intended to familiarize the children with certain fundamental principles and ideas. While their purposes are purely introductory and little attempt is made to show children how these principles are interrelated or how they evolve from one another, it is extremely important that the teacher have these relationships in mind as each principle is presented. Hence it is important that the teacher study and understand the fundamental idea relationships of economic knowledge as shown on the first chart. How the fundamental idea relationships of economic knowledge are related to *Neighbors at Work* is shown on the second chart.

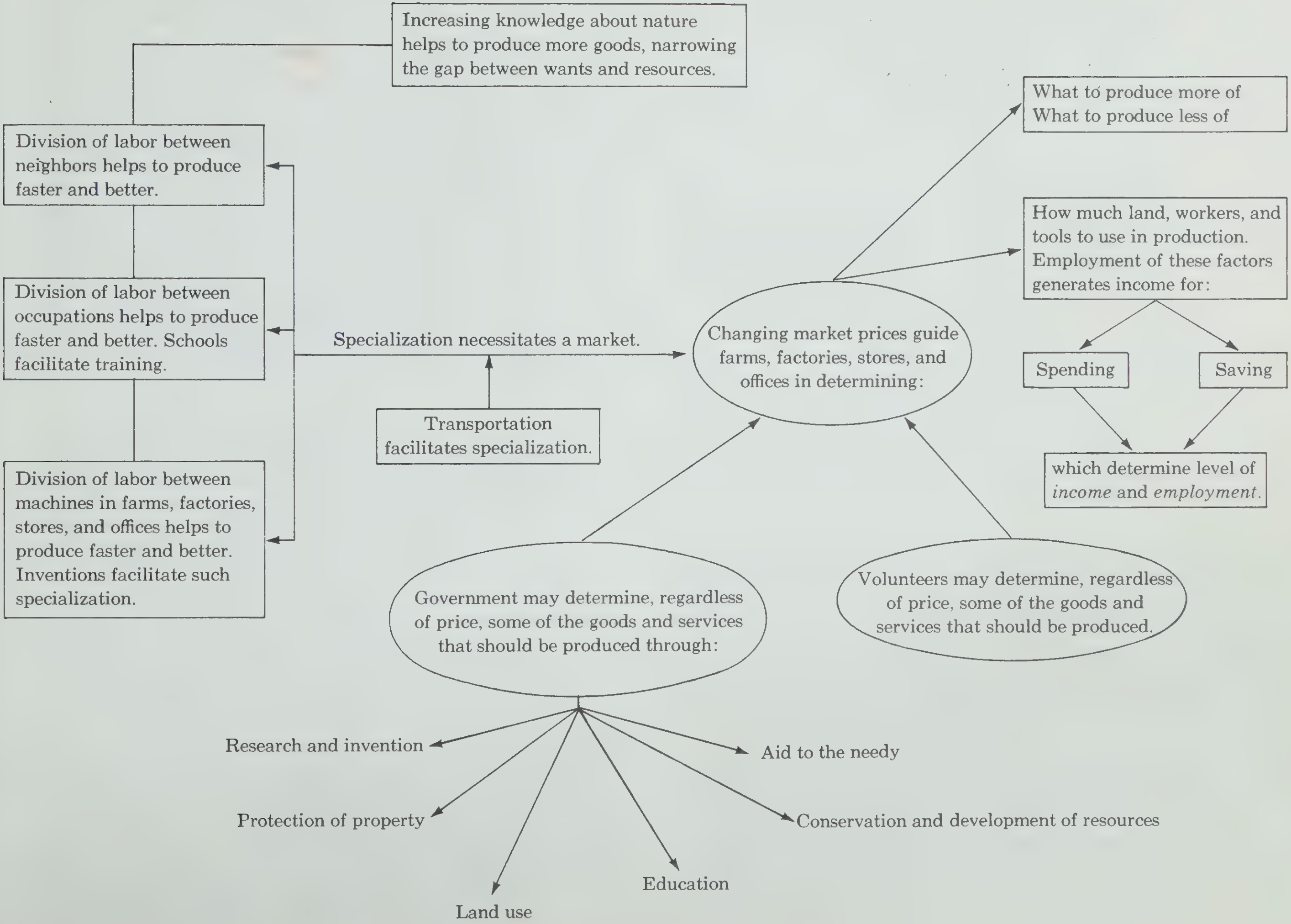
The principles illustrated by the charts can be ordered in the following sequence.

1. The conflict between unlimited wants and limited resources is one that confronts every individual and nation. Although conflict varies in degree at different times and in different parts of the world, the conflict itself is always present.
2. Men have always sought ways and means of lessening the gap between unlimited wants and limited resources. They have found that by dividing the labor they can produce faster and better. Division of labor means that a man does not produce all that he needs by himself. Rather, the labor

THE FUNDAMENTAL IDEA RELATIONSHIPS OF ECONOMIC KNOWLEDGE


Geographical, based on exploration and transportation.
Occupational, based on expanding knowledge and education.
Technological, based on invention and innovation.
The conflict between *unlimited wants and limited resources* is the basic economic problem.
Specialization, increases productive efficiency to ease the conflict.
Specialization necessitates market.
Pattern of specialization is determined in market.
The conflict is mediated through the interaction of supply and demand in . . . . . . The Market which determines:
Goods and Services, the type and quantity produced.
Land, **Labor**, and **Capital**, the type and quantity used in production. Employment of those productive resources generates *income* for:
Spending
Savings available for investment
which determine *level of income* and *employment*
The market is facilitated by:
Money
Transportation
The market is modified by Public Policy derived from interaction of people's value preferences
The desire for an increasing standard of living for an increasing population . . . **Growth**
The desire for a high level of employment without inflation . . . **Stability**
The desire for continuity of income in the face of physical and economic hazards . . . **Security**
The desire of producers to select their occupations and of consumers to dispose of their income knowledgeably . . . **Freedom**
The desire to minimize inequalities of opportunities and income . . . **Justice**

CONCEPTS DEVELOPED IN "NEIGHBORS AT WORK"



Increasing knowledge about nature helps to produce more goods, narrowing the gap between wants and resources.

Division of labor between neighbors helps to produce faster and better.

Division of labor between occupations helps to produce faster and better. Schools facilitate training.

Division of labor between machines in farms, factories, stores, and offices helps to produce faster and better. Inventions facilitate such specialization.

Specialization necessitates a market.

Transportation facilitates specialization.

Changing market prices guide farms, factories, stores, and offices in determining:

What to produce more of
What to produce less of

How much land, workers, and tools to use in production. Employment of these factors generates income for:

Spending

Saving

which determine level of *income* and *employment*.

Government may determine, regardless of price, some of the goods and services that should be produced through:

- Research and invention
- Protection of property
- Land use
- Education
- Conservation and development of resources
- Aid to the needy

Volunteers may determine, regardless of price, some of the goods and services that should be produced.

is divided; each person does one particular job, and because he specializes in this particular task, he gains greater skill, thereby increasing his productivity.

There are three ways in which labor can be divided:

a) Men can divide the labor *occupationally* by applying themselves to one particular job. Thus we have barbers, dentists, teachers, butchers, salesmen, and so on. In all, there are some 35,000 occupations.

b) They can divide the labor *geographically*. Some regions, because of climate, soil conditions, or the skills of the inhabitants, can produce certain products better than other regions. For example, Florida and California produce oranges; Brooklyn builds ships; Pittsburgh and Gary have become great producers of steel because they have access to coal and iron ore.

c) Men also divide the labor *technologically*. As machines have a greater role in production, they have been designed for certain specialized tasks. Thus there are different types of cracking towers for use in oil refining; a great variety of plows are now produced to meet the needs of different types of soils and crops; new computing machines are built to solve specific types of problems.

3. Because the division of labor means that one no longer produces all that he needs himself, men and societies have become interdependent.

4. This interdependence makes trading necessary. To facilitate trade, men have developed monetary systems and methods of transportation.

5. Because the basic conflict exists, that is, because resources are too limited to permit the fulfillment of all wants, all societies develop allocating mechanisms that determine—

   a) The kinds of goods to be produced: for example, whether watches, textiles, toothbrushes, clothing, bulldozers, sewing machines, or cabbages will be produced.

   b) The quantity of goods to be produced.

   c) The methods of production to be used, that is, the proportions of land, labor, and machines or tools to be used.

   d) The level of production and employment to be attained.

6. In our economic system the market is the major allocating mechanism. It is through the market that producers and consumers find each other. Producers try to sell their goods at the highest price, while consumers try to buy goods at the lowest price. The interaction of the two results in the market price. As the prices of individual goods and of land, materials, labor, and tools rise or fall, factories and businesses decide what goods and how much of them they will produce, and in what proportions they will use materials, labor, and tools or machines to produce the goods.

7. When our society decides that certain things which the market mechanism does not provide are necessary or desirable, it may modify the decisions of the market. For example, if decisions on education were left to the market, only those who could afford a private education would go to school. When our society decided on free public education for all, it modified a market decision in order to promote the general welfare.

   To obtain a result deemed necessary or desirable, our society has many times in its history modified market decisions through public policy, in accordance with the circumstances and prevailing value preferences of the time. Our value preferences can be grouped roughly about five social goals:

   a) Economic growth: a rising standard of living for an increasing population.

   b) Economic stability: full employment without inflation.

   c) Economic security: protection of income against the hazards of old age, death of the breadwinner, accident, disability, and unemployment.

d) Economic freedom: freedom of choice for each individual producer and consumer as long as it does not unduly abridge the freedom of others.

e) Economic justice: economic opportunities for all.

How are these fundamental idea relationships related to a child's experience? Every parent knows that children are preoccupied with wishes. They would like almost everything they see, but they soon (and not easily) discover that parents cannot afford to buy them everything, and that they have to make choices. Children encounter choice making in many situations: what is most important, what is least important; how much time should be spent on work and how much on play; whether money should be spent or saved; what should be done with savings. All these are choice-making dilemmas that the child experiences in games, plays, and stories in the home and the neighborhood.

The topics of *Neighbors at Work* are presented sequentially. They may be grouped in the following sections:

I. What Is a Neighborhood?

The purpose of this section is to show children the elements of a neighborhood—the most important of which are man and his relationship to other men.

II. Types of Neighborhoods

In this section, the children will study how neighborhoods differ in land use and in the economic and cultural behavior of the people. The analytical tool of price theory is introduced to show how the price of land guides the use of land.

III. Institutions Guided by Prices and Profit (in other words, by the Market)

The lessons in this section help the children discover how the fluctuation of prices for individual goods guides the construction industry, factories, and stores in deciding what goods and services should be produced, and how they should be produced. The lessons also help the children discover how the general level of spending and saving affects the jobs and incomes of people who work in trade and industry.

IV. Institutions Guided by the General Welfare

In this section, two such institutions are introduced to the children: volunteers and government. In volunteering, the individual accepts responsibility to produce goods and services without expectation of financial reward. The volunteer's reward is satisfaction and recognition of his contribution.

When the government produces goods and services for a neighborhood, it is guided by the wishes of the majority.

V. Dynamics of the Neighborhood

The lessons in this section deal with the questions of why neighborhoods change, why changes create problems, and how problems may be prevented by foresight and planning.

VI. School: Threshold to the World

In this section, the children see that schools teach them about ideas, how ideas are disseminated, and how ideas generate new ideas. This unit also shows how the exploration of nature and the use of such findings increase men's choices. This introduces some of the basic principles of economic growth. The children see science as a special way of looking at things. They further discover that science includes social science—a disciplined way of looking at people. Increasing understanding of human behavior helps people live together peaceably.

The last lesson in this section is a glimpse into the future. It shows scientists exploring the frontiers of knowledge and suggests possible applications of the new knowledge.

It is because economics plays so large a role in the child's world, and because it will continue to be so important all his adult life, that it has been made the core of OUR WORKING WORLD.

Although *Neighbors at Work* centers on the study of the economic world, this world is of necessity enmeshed in other social sciences, and these form an integral part of the program. Political science, for example, is brought in at various points. Lesson 10 is built around government in the neighborhood. The lesson shows not only how the government allocates resources when the price mechanism does not promote the general welfare, but it also shows the importance of grass-roots democracy in decision making. Lesson 12 shows the role of a political decision in a neighborhood—where factories should be built to coordinate the individual's welfare with that of the larger community. The role of government has also been presented in the rural neighborhood where children discover how the farmer's income position is improved through the help of the government. The Lesson 14 recording highlights the differences in decision making between two political systems.

Various aspects of sociology can be found throughout the year's work. In the stories, activities, and recorded lessons, children and adults alike are seen filling a variety of roles and belonging to different social groups. The teacher can use various situations to point out how important it is that individuals coordinate these several roles. The child is seen as a member of the family, a pupil, and a friend. The adult is seen as a parent, worker, citizen, and member of a church, club, or volunteer organization. Stories such as those of the Amish, Chinese, and Dutch-American neighborhoods demonstrate how people's values shape the character of the neighborhood. The stories of the volunteers in Lesson 9 illustrate the simultaneous roles individuals may play in society, and the resulting conflicts. The story of the Boggs family dramatizes this situation. Lesson 13 shows how the scientific method may be applied to the analysis of social problems.

Anthropology forms the main subject matter of Part III of Lesson 14. The stories and activities show similarities and differences between our own and other societies. The unit points out the variety and magnitude of differences, indicating those that are significant and those that modern anthropology has found to be trivial.

Elements of geography are worked in throughout the program. Lesson 1 includes elementary mapmaking. The Activity Book systematically presents exercises in geographic skill building. The neighborhood illustrations in the textbook are drawn from the cartographer's viewpoint so as to provide a base for map reading. The influence of topography, climate, and natural resources in determining the character of the neighborhood is developed systematically. The geographic division of labor is graphically presented in Lessons 6 and 7 as products are followed from the raw to a finished state.

Historical relationships are an integral part of the program throughout and are highlighted in tracing patterns of economic growth and the dynamics of community change. How the development of ideas affects change is demonstrated in the story of the Henry Street settlement in Lesson 9 and the story of the king and the poet in Lesson 14. Activities in the resource unit provide exercises in grasping historical time sequences.

As the children climb the academic ladder from grade to grade and relate their experiences over and over again to the principles and ideas of the social sciences, the forces and patterns underlying such day-to-day experiences will gradually come into sharper focus. By the end of their school careers they should possess the analytical qualities needed to participate actively and intelligently in a dynamic society. Relying on their understanding of the basic ideas of economics, political science, sociology, history, and the other social sciences, they should be able to face the problems presented by conflict and change within our society. And above all, they should always feel that man has the capacity to contend with these problems.

Our youth should feel that they live in a society where they can be active participants. They should feel that they are a part of something bigger than themselves, that they are related to the mainstream, and that they are not living in solitary confinement.

IMPLEMENTING THE PROGRAM

COMPONENTS

A complete set of materials for *Neighbors at Work* includes a classroom set of phonograph records, a hard-cover text and a soft-cover Activity Book for each pupil, and this Resource Unit for the teacher.

RESOURCE UNIT

Your Resource Unit is divided into three parts. Part I explains the program; Part II provides a comprehensive plan for each of the fifteen lessons in the program. Part III contains an index-glossary.

In Part II the plan for each lesson is divided into five distinct sections:

Purpose of the Lesson

The purposes of each lesson are set down in detail. From them the teacher can quickly see the ideas that he and the children are to explore. These statements help the teacher to choose activities that will accomplish the objectives of the lesson.

Reinforcing the Recorded Lesson

Sample questions are provided the teacher so that he can review with the children the significant ideas presented in the recorded lessons.

Activities

A large number and range of activities are suggested. From them the teacher can select those that are best suited to the interests and abilities of his class and his own talents. It is through the use of the activities that the real learning takes place. The activities help the pupils to understand the concepts detailed in the purpose of the lesson through participation in various kinds of situations.

The activities are of various types. Many of them can be accomplished without use of other components of the program. Such activities include playing games, preparing artwork, telling stories, and making field trips. In another type of activity the teacher reads to the children stories and poems that are printed in the following section. A third type of activity offers methods for making the items in the Activity Book meaningful to the children. A fourth type of activity utilizes the illustrations, photographs, and stories in the textbook.

As a group, the activities are designed to relate important ideas from the various social science disciplines to events that are a part of the child's everyday world.

In addition, the activities allow the teacher to correlate elements of the language arts, science, music, and art programs with primary social studies.

Stories, Poems, Songs

Many original stories are printed in this section to illustrate important concepts in the social sciences. Many stories from children's literature are also presented.

These selections, generally written beyond a second-grade child's reading level, but well within his understanding, are to be read to the class by the teacher.

Bibliography

A supplementary list of children's books, films, and filmstrips is provided for each lesson. The annotations allow the teacher to relate the various entries directly to specific purposes of the lesson.

PHONOGRAPH RECORDS

The set includes eight records, covering fifteen lessons and selected readings from the Resource Unit. The lessons have been designed to create an awareness of important ideas that will later be explored in depth. They also motivate children to want to learn more about the topics introduced by the record.

Included with the record set is a booklet, Recorded Lessons, containing the scripts. This booklet allows the teacher to study the recorded material at his convenience before presenting the records to his pupils. It is equally useful once the record has been played, in that the teacher can reread portions of the material to the class or use it to find the approximate location of material on the phonograph record. In the course of the year the teacher will often want to read portions of previous lessons to his pupils and thereby help them to perceive the continuity of the program and the relatedness of ideas.

The teacher should frequently review previously covered materials in the booklet so as to assure continuity in his own efforts to achieve the objectives of the program.

TEXTBOOK

The textbook contains fifteen lessons. Each lesson begins with a full-color two-page illustration. The illustrations have been designed to present carefully detailed information to children. With proper planning the main ideas of each lesson can be extracted from these illustrations.

The purpose of the photo section, "Let's Take a Trip," is to remind the children that the subject of social science is the study of real life. The ideas they have encountered in the recorded lessons and in the stories can be rediscovered in real neighborhoods—in factories, stores, farms, and homes.

The third section of each lesson is an illustrated story that emphasizes various aspects of neighborhood life.

The last section of each lesson, "What Did We Learn?" serves as a summary or review of the ideas learned during the week. It helps the children form simple generalizations from seemingly discrete facts and ideas. The children learn how to fit facts and details into a cohesive whole. "What Did We Learn?" can also guide the teacher as to what the major theoretical ideas are.

Some of the larger lessons are presented in two parts. Because of this division, the "Let's Take a Trip," illustrated story, and "What Did We Learn?" sections are repeated within such lessons.

ACTIVITY BOOK

Each page in the Activity Book requires the pupil to make choices and decisions about problems related to important points in the lessons. Depending on how the teacher elects to use the activities, they are important for extending or measuring the learning for each lesson.

GENERAL PREPARATION

1. Prepare a plan for the entire year. The plan can be based on the sample study plan given in the next section.
2. Study and understand the fundamental idea relations of economic knowledge as indicated by the chart above.
3. Study the relation of those ideas to the ideas developed in *Neighbors at Work*.
4. Study the relation of *Neighbors at Work* to the other areas of the social sciences.
5. Read the introduction to the *Families at Work* Resource Unit, to assure continuity of the program, or confer with the teacher who taught that unit, so that you know the children's background in the area.
6. Before beginning the new material, have the children do the exercises on pages 5–13 of the Activity Book. These activities provide a review of the key terms covered in *Families at Work*.
7. Study the school neighborhood and its people, since this will be your most important laboratory.
8. Communicate with parents of the children so that they understand the program and can become supporters and resource persons.
9. Plan carefully the coordination between skills and content so that they enrich each other. It is a waste of time to separate the skills from content.
10. Time each activity that you use so that the program does not stray.

PRESENTING THE LESSON

Playing the Record

Each lesson is best introduced by presenting the recorded lesson. However, the children do not get the full value of the recording unless it is presented in a specially created atmosphere. The teacher should prepare the children for listening as if they were entering upon an adventure.

The listening technique should be carefully explained. If the furniture is movable, best results are obtained by clustering the seats around the record player. The teacher should make sure that the children's textbooks are open to the proper lesson *before* the record is played. This is important because each of the recorded lessons refers directly to the big picture that introduces each lesson in the textbook.

The teacher should indicate to the children the main theme of the lesson. If the record has been organized around a central character, he may introduce the character and suggest that the children watch for certain things.

Using the Resource Unit

The resource unit is like a cookbook. It contains a large collection of classroom activities—many more than any teacher could possibly use in one year. The large assortment enables the teacher to select activities that are suitable to the experience of the class or to the school neighborhood. The assortment also enables each teacher to make a variety of choices from year to year, so that the menu will not become monotonous. The teacher's selection will also depend on his ability to coordinate social sciences with the skills of reading, writing, and arithmetic. The activities and stories have been selected with these skills in mind. The teaching of skills and the teaching of social sciences should enrich each other.

The activities and stories cover the various areas of the social sciences. Economics is the core around which the other areas of social science—political science, anthropology, history, sociology, geography—are clustered. Some of the activities have also built a bridge toward the natural sciences. A whole lesson unit has been devoted to the study of scientists and the impact of their work upon society.

The teacher will observe that the same economic concepts are repeated in many lessons. For example, prices, profit, and risk are taught in the first eight lessons. This repetition gives the children an opportunity to discover the same concepts in a variety of situations. The same practice has been followed with other topics and lessons. The repetition also gives the teacher an opportunity to select from all the lessons those combinations of activities that may be closest to the experience of his class. If the school is located in a rural neighborhood, the teacher may prefer to emphasize the teaching of price, risk, and competition as they relate to the farm; if the school is in an urban neighborhood, the teacher may emphasize price, risk, and competition as they relate to industry and commerce.

The teacher who is new to this program will have to plan carefully so that he does not give too much attention to a few lessons, thus neglecting the others. The most effective use of this resource unit will depend on the care with which the teacher plans the lessons and the extent to which he is acquainted with the material.

The following study plan is suggested for teachers who are using the resource unit for the first time. It gives one of many possible combinations of activities that might be used within the school year. With time and experience, the teacher can take advantage of the great variety of activities, add to them, and suggest activities of his own. Fundamental questions have been drawn from the purposes of each lesson. The study plan recommends class activities. It is expected that the children will also fully utilize the textbook and recorded lessons.

Suggested Study Plan

Lesson 1: What Is a Neighborhood? (2 weeks)

1. What is a neighborhood? (Part I, Activities 1 and 2)
2. What keeps the people of a neighborhood together? (Part II, Activities 3 and 5)
3. How are neighborhoods different from each other? (Part I, Activity 14)
4. How do people choose their neighborhood? (Part II, Activities 11 and 14)
5. What do you have to know to draw a map of your neighborhood? (Part III, Activity 1)

   NOTE: The preparation of the neighborhood model can continue over a number of weeks. The teacher might use free periods to complete the project.

Lesson 2: Small-Town Neighborhoods (1½ weeks)

1. What is a small-town neighborhood? (Activity 1)
2. How does the amount of land available for sale affect the price of the land? How does the number of buyers affect the price of land? (Activity 5)
3. How does the price of land affect how it will be used? How does the price of land affect the kinds of buildings that will be built? (Activity 6)
4. How does the availability of raw materials, workers, tools and machines, businessmen and customers affect the size of stores and the location of factories in a small town? (Activities 12 and 13)
5. How do limited choices and transportation affect a small-town neighborhood? (Activity 14)

   NOTE: Since a statistical measurement for a small town is not given, the teacher may wonder how to describe one. The teacher might use the picture on page 22 as a standard.

Lesson 3: Big-City Neighborhoods (2½ weeks)

1. What is a big-city neighborhood? (Activity 1)
2. How does the amount of land available for sale affect the price of the land? How does the number of buyers affect the price of land? (Activity 2)
3. How does the price of land affect how it will be used? How does the price of the land affect the kinds of buildings that will be built? (Activity 3)
4. How does the well-being of the stores and factories in the city affect the well-being of the people of the neighborhood? (Activity 9)
5. Why is transportation important in a big-city neighborhood? (Activities 5 and 6)
6. Why do neighbors in a big city have to make more of an effort than people in other neighborhoods to recognize their common interests? (Activity 18)

   NOTE: Many children in big cities like to talk about their immigrant parents or grandparents. The teacher should take full advantage of this to demonstrate the social mobility that people in the United States enjoy. The teacher may also use this opportunity to show how immigrants with different skills benefited the entire country.

Lesson 4: Suburban Neighborhoods (1½ weeks)

1. What is a suburban neighborhood? (Activity 1)
2. What makes the development of a suburb possible? (Activity 17)
3. Why can houses often be built at a lower cost in the suburbs? (Activity 7)
4. Why does the building of one factory near a suburb attract other factories to locate nearby? (Activity 20)
5. Why are farmers who live near suburbs willing to sell their land to builders? (Activity 23)

Lesson 5: Farm Neighborhoods (3 weeks)

1. What is a farm neighborhood? (Part I, Activity 2)
2. What is a "market"? (Part II, Activities 7 and 8)
3. What risks do farmers have to take? (Part II, Activity 14)
4. Can the farmer sell his crops at a price he asks for? If not, why not? (Part II, Activity 12: one farmer does not produce enough crops at any one time to influence the market price. Part II, Activity 9: generally, no farmer's crop is unique. Large cash crops are of the same general quality. The crops are stored and sold to consumers regardless of who produces them.)
5. What affects the price of a farmer's crops? (Part II, Activity 13)
6. What affects a farmer's profits? (Part II, Activities 7 and 12: the price at which the farmer sells. Part II, Activity 11: the quantity he sells; the cost of production.)

7. How do new and better ways of producing farm products affect the amount produced and the cost? (Part I, Activities 7, 8, and 11)

8. Why can farmers with big farms produce more cheaply than farmers with small farms? What is happening to small farms because of higher production costs? (Part I, Activity 12)

9. Why do farmers specialize? (Part I, Activities 4 and 5)

10. How does the government help the farmer? (Part II, Activity 15)

    NOTE: The teacher may question the large amount of time suggested for the study of farm neighborhoods. The reasons are: (a) city people are so preoccupied with the complexities of urban life that they sometimes overlook the contributions and problems of the farmer; (b) the study of farms gives children an excellent opportunity to become familiar with the fundamental ideas that underlie competition. Economists call competition between farmers "pure competition" because, if not for government interference, the farmer would be helplessly exposed to market forces. There are so many farmers and the farm products are so standardized that no farmer can exercise control over the market price. The interaction of the supply (produced by the many thousands of farmers) and the demand (expressed by the thousands of buyers) determines the price of agricultural products.

Lesson 6: Houses in the Neighborhood (2½ weeks)

1. When or why do people move to new or better housing? (Activities 11 and 12)
2. What makes the price of a house high or low? (Activity 22)
3. When do builders build more houses? When do builders build fewer houses? (Activity 24)
4. How does building houses affect jobs and income? (Activities 24, 25, and 27)
5. How do new materials, better tools, and better ways of producing houses affect choice? (Activities 32, 33, 34, and 37)
6. Why do many families live in poor housing? (Activities 5, 6, and 7)
7. How does the government help to build houses? (Activities 28, 29, 30, and 31)

   NOTE: The teacher might point out that while housing is as important as shelter, the talent of architects affects the beauty of neighborhoods.

Lesson 7: Stores in the Neighborhood (1½ weeks)

1. Why are stores important to use? (Activity 4)
2. Why are some stores more prosperous than others? (Activities 12, 13, and 16)
3. What is the relationship between cost and profit? (Activities 16, 17, 20, and 21)
4. Why is advertising important? (Activity 24)
5. What does a businessman need to go into business? (Activity 20)

Lesson 8: Factories in the Neighborhood (3 weeks)

1. What is a factory? (Part I, Activity 1)
2. Why are factories important to us? (Part I, Activities 3, 4, and 5)
3. What are some of the factors that decide where factories will be built? (Part II, Activity 12)
4. Why can many factory owners set prices for their products? What limits this ability? (Part I, Activity 12)
5. How does the factory owner's way of setting prices differ from the way the farmer's prices are set? (Part I, Activity 12)

6. What are the most important steps in setting up and operating a factory? (Part I, Activity 16; Part II, Activities 5 and 9)
7. Why are some factories more prosperous than others? (Part I, Activities 15, 16, 17, and 18; Part II, Activities 3, 4, and 5)
8. What happens if families decide to spend less and save more? (Part II, Activities 7 and 8)
9. When people decide to spend less, why are some factories affected more than others? (Part II, Activity 7)
10. What happens when factories spend less and save more? (Part II, Activity 8)
11. What are the advantages of having a factory in the neighborhood? What are the disadvantages? (Part II, Activity 13)
12. How does government help factories? (Part I, Activity 20)

NOTE: The teacher should emphasize the nature of competition between factories. Factory owners compete with each other primarily in the areas of new and better products and different designs. Because of this kind of competition, some factories spend a lot of money to invent and develop new products, and to convince customers through advertising that their product is different from others.

Lesson 9: Volunteers in the Neighborhood (1 week)

1. Why are volunteers producers? Why is their work important to us? (Activities 1 and 8)
2. What is the reward for volunteers? (Activities 17 and 18)
3. Would our country be poorer if volunteers did not give their services? (Activities 12 and 14)

NOTE: Although only one week has been suggested for the contributions of volunteers, the lesson presents some very important economic and social ideas. The goods and services that volunteers produce add up to a considerable amount. Their help improves the standard of living, helps to conserve human and nonhuman resources, and helps to improve the health and general tone of society. Volunteer work is precious to a free society. It is an exercise of freedom. It diminishes the area of regulation.

Lesson 10: Government in the Neighborhood (1½ weeks)

1. Why does the government provide many services for the neighborhood? (Activity 2)
2. Why are the people of the neighborhood important in the decision making of the city, the state, and the United States? (Activities 7, 8, 9, 10, 13, and 23)
3. How do the rules of the government guide people in the use of land in the neighborhood? (Activities 14, 15, and 16)

Lesson 11: How Neighborhoods Change (1½ weeks)

1. Why do neighborhoods change? (Activities 1 and 10)
2. How do these changes affect neighborhoods? (Activities 5, 6, 13, and 14)
3. How are changes guided by volunteers? (Activity 16)
4. How are changes guided by government? (Activity 19)

Lesson 12: Neighborhood Planning (2 weeks)

1. How does planning help to build a good neighborhood? (Activities 4, 5, 11, and 18)
2. How does competition help to build a good neighborhood? (Activities 12 and 13)
3. If a businessman plans a neighborhood, who pays for such improvements as streets, parks, and playgrounds? (Activity 8)
4. If the city plans a neighborhood, who pays for such improvements as streets, parks, playgrounds, and schools? (Activities 5 and 6)

Note: The teacher should keep in mind that the changing prices of land as well as planning can assure a wise use of land that benefits the landowners as well as the whole community. Land speculation belongs in this category. People who buy land and hold it for future use are performing an important service for the community. But sometimes land use, guided by the market price, may benefit only the individual and may harm the community. To avoid such situations, the community's use of land should be planned. Market prices and planning complement each other as devices for regulating land use.

Lesson 13: How Neighborhoods Solve Problems (2 weeks)

1. How do people find out when the neighborhood has a problem? (Activities 6 and 8)
2. How should we study neighborhood problems? (Activity 7)

   Note: This lesson is significant in that the problem-solving approach reflects an American tradition: the willingness to study problems and then try to do something about them. This attitude toward recognizing and solving problems is part of our heritage. The teacher may emphasize the fact that the solution of every neighborhood problem rests with the individual, with groups, and with government. Learning the steps of the problem-solving approach is a necessity for scholarliness. Otherwise, classroom discussions may deteriorate into a random discussion. The exercise of the problem-solving approach enables people to understand the rules of analysis (finding the causes of the problem), and of value judgment (choosing a solution most compatible with efficiency and tradition).

Lesson 14: Schools in the Neighborhood

Part I: WE GO TO SCHOOL TO LEARN ABOUT IDEAS (1½ weeks)

1. Why are man's ideas important? (Activities 4 and 19)
2. How does man learn? (Activities 1 and 6)
3. How does man store ideas? (Activities 8, 9, and 11)
4. How does man communicate ideas? (Activities 7, 11, and 25)
5. What makes ideas grow? (Activities 15, 16, and 17)
6. Why do ideas flourish where there is freedom? (Activity 30)
7. Why is learning important? (Activities 27 and 28)

   Note: The teacher should point out that the learning of skills is a prerequisite to the acquisition of knowledge.

Part II: WE GO TO SCHOOL TO LEARN ABOUT NATURE (1½ weeks)

1. Why do men have to produce more and more goods? (Activity 1)
2. How did some of men's ideas about nature help them to increase their choices as producers and consumers? (Activities 5 and 7)
3. What is the role of businessmen in utilizing the discoveries about nature? (Activities 20, 21, and 24)
4. What is the role of engineers in utilizing discoveries about nature? (Activity 21)
5. Why is it that people need more education today in order to get better jobs? (Activities 22, 26, and 28)

Part III: WE GO TO SCHOOL TO LEARN ABOUT PEOPLE (1½ weeks)

1. In what ways are people similar? (Activities 1, 5, 6, and 7)
2. In what ways are people different? (Activities 1 and 3)
3. How does physical environment affect the way people live? (Activities 4 and 5)

4. How do customs and ideas affect the way people live? (Activity 10)

5. Why is it difficult for people to understand each other when they speak different languages? (Activity 17)

   NOTE: Anthropologists have found that important differences among people are due to cultural rather than racial factors. They have found it more useful to speak of ethnic groups (groups sharing similar cultural heritage) rather than to speak of differences in color. They have found so much overlap in the traditional physical-type categories (Caucasoid, Negroid, Mongoloid, and others) that these have little value in explaining the bases of human behavior.

Lesson 15: Looking Forward (1 week)

1. Can we have everything we want? (Activity 1)

2. How do scientists help us to produce more? (Activity 3)

3. How do scientists help us understand and live with other people more peaceably? (Activity 11)

4. Why are schools important in preparing us for the future? (Activity 10)

Using the Activity Book

Each exercise in the Activity Book is related directly to the stated purposes of the lesson. The exercises may be used early in the week to initiate additional work. Through such use the teacher can discover pupils' lack of information and understanding and thereby focus on problems that will be explored in depth through additional activities.

Most teachers, however, will want to use the Activity Book late in the week when the exercises serve as a check on understanding. Pupils' performances on the exercises will disclose areas of learning that have been grasped as well as those in which understanding is incomplete or inadequate. The latter will indicate that additional time must be spent on an idea and that care must be taken to make that idea clear to the children when it is encountered in another lesson.

In all instances the teacher should use the directions in the Activity Book in conjunction with the description of the activity in the Resource Unit. The directions in most cases are stated in a general way, and the teacher must use his own words to translate them for the children. Before having children proceed with the exercise, he may want to help them recall the major idea involved. Children will complete the exercise more readily and more accurately once they have perceived its purpose.

For some exercises the teacher may simply want to supply the directions and the purpose and then allow pupils to work on their own. For others he will want the class to work together in finding answers to the problems. In all instances, however, it is essential that class discussion conclude the activity. Only in this way is the full value of the activity acquired by the pupil.

PART II

Lesson Plans

LESSON 1: What Is a Neighborhood?

PURPOSE OF THE LESSON

1. To help the children discover that in towns or cities one's neighborhood is usually the area within walking distance of his home.
2. To bring out that every neighborhood is made up of land, buildings, streets, and people, and that—
   a) A neighborhood's land may be hilly or flat, near water or away from water, barren or fertile.

   b) In every neighborhood some of the land is used for streets and buildings. Some of the buildings are houses, and some are places where specialists produce goods or services (stores, offices, factories, libraries, and so forth).

   c) In some neighborhoods land is also used for recreational purposes, or perhaps for farming or mining. Some of the land may simply stand unused.

   d) The way land is used depends on how much of it is available, its price, government rules and regulations, and its location.
3. To help the children see that people usually get to know their own neighborhood best, because that is where they live, walk, go to school or shop, visit neighbors, and help each other.
4. To help the children discover that when they get to know each other, they may find that they care about the same things (have interests in common).
5. To show that people can make their neighborhood a better place when they live together peaceably, when they work together to get better housing, transportation, police and fire protection, and to make better rules and regulations (laws).
6. To bring out that the area of a neighborhood may be limited by physical boundaries such as highways, busy streets, railroads, rivers, open land, and lakes.
7. To show the children that rules and regulations also often tend to establish neighborhood boundaries such as school districts.
8. To help the children discover that people's choice of a neighborhood depends on the availability of housing, their income, and their personal preferences, such as proximity to schools, convenience to workplace and shopping, fresh air, and quiet.
9. To help the children understand that a map can accurately represent land surface and its uses.

REINFORCING THE RECORDED LESSON

1. What can we find in every neighborhood? (Land, buildings, people.)
2. Why are neighborhoods different? (Because the land is different; the land is used differently; the people are different.)
3. Why did Stephen like his neighborhood better than the big-city neighborhood?
4. Why do people like to come back to their own neighborhood?
5. What can we learn from the song? (The teacher may play the song again before the children answer.)

ACTIVITIES

Part I

1. To help the children discover that one way of looking at a neighborhood is to think of it as the area within walking distance of one's home, the teacher can ask each child to draw pictures of nearby places to which he walks. (This concept of the neighborhood applies more to cities and towns than to rural areas.) Such places may include friends' homes, stores, parks, the school, and churches. The teacher can discuss with

the children that people who live within walking distance of their homes are their neighbors, and the area within walking distance is their neighborhood.

2. To make the children aware of the principal elements that make up a neighborhood, the teacher can use the pictures drawn in Activity 1 as the basis for a class discussion. The discussion should bring out that every neighborhood has people and land, and that people use the land for buildings, streets, parks, playgrounds, and so forth.

   The children can prepare a display of the pictures from Activity 1 and title it "People, Land, Buildings, and Streets Make Up Our Neighborhood." The display itself can be discussed and the children should see that since the neighborhood is the area in which they most frequently walk, it is the one they know most about. They should see that the more one gets to know a place and the people there, the better one feels.

3. To demonstrate the importance of personal contact in developing neighborhood feelings and the way opportunities for personal contact are increased by walking, the teacher can read the poem "Feet and Wheels" to the class. After the poem has been read, the children can act out how people have more chances to develop neighborly feelings when they walk. First, one group of children can pretend that they are riding in cars. When they pass other people they can honk or wave their hands and continue on. Then a second group can pretend to be walking around the neighborhood (going to the store, the park, others' homes, and so forth). When they meet others they stop and talk, or walk along together, talking for a while. They become friendly and may invite each other to their houses.

4. To help the children discover that people are the most important thing in any neighborhood, and that they feel better in a place they know well, the teacher can have the class read the story "Freddy's First Day" on page 8 in the text. Afterward the class can discuss the following questions: How was Freddy's new neighborhood different from his old one? Do you think Freddy liked the new neighborhood at the beginning? What made Freddy change his mind? What was the same in his new neighborhood as in his old? (Good neighbors.)

5. To help the children understand that people have to get used to a neighborhood before they like it, the teacher can read the story "6 O'Clock Rooster" to the class. Afterward the class can discuss why, after a few days in the country, the city boy no longer heard the country noises. The teacher can ask children who have recently moved to the neighborhood whether it seemed strange to them, and why. If the neighborhood no longer seems strange to them, the children should tell why it does not.

6. To show the children how people usually feel more comfortable in a neighborhood they know well and are used to, the teacher can read the poems "New House" and "Neighborhoods" to the class.

7. To bring out the elements that go to make up a neighborhood, the class can construct a movie about the neighborhood as follows: The children draw pictures of people who live in the neighborhood, of children playing together, different kinds of houses, parks, the school, stores, a fire truck or police car, and other things that they feel are important and that they can draw. Pictures for the movie should then be chosen to give the best composite picture of the neighborhood; at least some of each child's pictures should be used, so that all the children will have a feeling of participation. The selected pictures should then be pasted in a predetermined order on a long strip of wrapping paper or similar material. This picture sequence should be attached to and rolled about a dowel or roller (the end of a broom handle serves well), and the free end attached to a second roller. A large cardboard box can be used as a screen. The rollers are inserted into holes cut in the top and bottom of the box near its front corners. The paper is rolled from one roller to the other, displaying the pictures in sequence. Such a movie can be called "A Neighborhood Is Made Up of Land, Buildings, and People," and the class can compose a narrative to be read as the pictures are being shown.

8. To develop the children's awareness of their own neighborhood, they can write short compositions about the area within walking distance of their homes. The composition should begin by giving the location of the child's own home (street address), and should tell what kind of houses and buildings are in the

area and what the child likes most about the area. Afterward the compositions can be discussed. Children living in the same area may like and write about different things. (Some may like their school, others a playground, others the firehouse, and so forth.) Such differences can demonstrate that the neighborhood fulfills a variety of functions and has features that appeal to many different interests.

9. To help the children understand that individuals have their own ideas about what a neighborhood should be, the class can dramatize the poem "A Happy Neighborhood."

10. To give the children a sense of the great variety of American neighborhoods in real life, the teacher can have them turn to "Let's Take a Trip" on page 6 of the text. In discussing the pictures, the class should touch on such questions as these: How do the amount of land available and its price affect the character of the neighborhood? (If land is scarce and its price high, buildings are usually built taller or closer together than in neighborhoods where land is more plentiful or cheaper.) How do the customs of the people who live there affect the life of the neighborhood? (The kinds of stores, houses, and churches, and the types of recreation available are affected by the customs and beliefs of the people.) How do the materials available and the climate affect the neighborhood? (Buildings are often constructed of materials that are near at hand—adobe in the Southwest, wood in Alaska—and must provide protection against the elements.) How does the geographical location of a neighborhood affect the people who live there? (Fishermen must live near water. Farmers must have fertile land.)

11. The class can be divided into committees, each reporting to the others on how one important factor (price of land, customs of the people, income level, climate, and so forth) affects the life of their neighborhood.

12. To reinforce the idea that neighborhoods are composed of land plus buildings plus people, the teacher can have the children examine the picture "What Is a Neighborhood?" on page 4 of the text. He can point to the empty land and ask whether it is a neighborhood in itself. Then he can point to the empty street and houses, and ask whether empty streets and houses make a neighborhood. Finally, he can point to the section with people in it and ask whether it is a neighborhood, and why. The children should understand that all the separate elements are necessary to make a true neighborhood.

13. To help the children realize that neighborhoods are different, they can study the picture "What Is a Neighborhood?" and discuss how the neighborhood in the picture is different from their own. Some children may mention the fact that a rural neighborhood is entirely different. The teacher can explain that although farmers live farther apart than city and town dwellers, they can still be neighbors because of common interests and their willingness to help each other.

14. To enable the children to see neighborhood differences at first hand, the class can take a short trip and observe their own neighborhood and another nearby. This observation can also be made while they are traveling to some other destination on a regular field trip. A trip to a rural point of interest would be particularly valuable for urban children. After the trip the class can discuss the differences they noted. Some children may also be able to recall neighborhoods they have visited on trips with their families and share their observations with the class.

    The discussion should bring out that neighborhoods can differ in a number of ways: (1) The land itself may be different (hilly or flat, wet or dry). (2) The land may be used in various ways (for single-family houses, or apartment buildings, for stores or factories, for parks or highways, and so forth). (3) The people may be different (have different incomes, come from different ethnic groups, have different customs, religions, and so forth).

15. To help the children discover that physical barriers often form the neighborhood's boundaries, the teacher can ask them to tell about railroad tracks, rivers, wide vacant areas, or busy streets in the vicinity that hinder them in crossing. If convenient, the class can visit some neighborhood boundaries and find out on the spot what makes them difficult to cross. (Not every neighborhood fits this pattern, of course, nor does every neighborhood have such a physical boundary, but generally the area will contain at least one such barrier that tends to divide one neighborhood from another.)

16. To help the children discover that the barriers of a neighborhood are sometimes determined by rules or regulations, the teacher may ask the children if there are any streets or roads that they have been forbidden to cross. They can write their compositions regarding such streets and the reasons they have been forbidden to cross them.

Since the size of one's neighborhood often depends on one's age and ability to get around, the teacher can ask the children to tell the class how far they are allowed to walk from their homes, how far their younger brothers and sisters are allowed to walk, and how far their elder brothers and sisters are allowed to go. The teacher can sketch a house (which for a very small child may be the whole neighborhood) on the blackboard and concentric circles around it to show how the area of the child's neighborhood increases with age and ability.

The teacher can point out that just as parents make rules for their children that determine the boundaries of their neighborhood, so do cities and towns make rules that set boundaries for special kinds of neighborhoods. For example, in many cities the school district forms a neighborhood. Children going to the same school get to know each other better than they do children who go to another school. Thus they become neighbors and the city's rule has helped to form what they think of as their neighborhood.

17. As a review of the first week's work the class can read "What Did We Learn?" on page 11 of the text. As each statement is read, the teacher can explain its meaning, drawing on examples from the recorded lesson and the week's activities. Some of the statements may have received less emphasis than others in the week's work. Farming or mining, for instance, may not have been mentioned. The teacher need not go into great detail in such cases, so long as the children understand the statement in relation to the rest of the lesson. In this case they would not have to know much about farming or mining, so long as they understand that these are forms of land use.

If the classroom bulletin board space is adequate, an interesting mural can be started at this time. The background can be painted to show different land contours and the presence of lakes and rivers. Additions can be made to the mural, showing different land uses, as the children read the relevant statements in "What Did We Learn?" (Part of the mural can show rural farming areas, then more thickly populated neighborhoods.) The mural should incorporate different kinds of materials: the children can draw or paint pictures to be cut out and placed in the proper position on the background; they can also construct buildings from paper or cardboard to provide an interesting effect; or pictures from magazines can be used. A growing, changing mural will do more to stimulate the children's interest than one which, once assembled, remains static.

18. The following activities can be completed in the Activity Book.

a) 1A: "Different Ways Land Can Be Used." The children should be able to match each picture with its title, indicating some of the varieties of land use. After completing the activity, the class can discuss examples of various land uses in their own community.

b) 1B: "What Does Your Neighborhood Have?" The children should recognize the basic features of a neighborhood as indicated in the lesson—land, buildings, and people. Discussion should point out that the kinds of houses, people, and so forth, may vary just as kinds of neighborhoods vary.

c) 1C: "How Many Neighborhoods Are in Each Picture?" In determining the number of neighborhoods shown, the children should recall from their activities and the statements in "What Did We Learn?" on page 11 of the text how neighborhoods may be divided from one another.

Part II

1. To help the children understand the importance of personal contact in building a neighborhood, they can tell where they have made friends. Discussion of the places mentioned should bring out that the children usually make friends at meeting places within the neighborhood such as playgrounds, stores, parks, backyards, and so forth.

The children can also ask their parents how and where they get to know other grownups in the neighborhood. The responses may reveal that the parents get to know other grownups by shopping in the same stores, taking children to the same park or playground, exchanging favors (lending, baby sitting, and so forth), using the same means of transportation, attending the same churches, going to PTA and other organizational meetings, and working together on some common project. Such scenes can be acted out with hand puppets representing children or parents.

From the information revealed in the reports above, the class can prepare a two-part mural, the first titled "Where We Make Friends" and the second "How Our Parents Meet Our Neighbors."

2. To make the children aware that the way people behave toward each other helps determine whether the neighborhood is a pleasant one, the class can make a survey as outlined below. (Before beginning this activity, the teacher should inform the parents that their children will be asking some questions, and explain the purpose of the survey.) Each child can ask his parents the following set of questions and report back to the class:

   a) How many people in our block do you know well enough to talk to?

   b) Do you borrow things like tools from our neighbors? Do you lend things to them?

   c) Do you ever visit any of the people who live in our block?

   d) Do any of the people who live in our block visit us?

   e) Do you exchange favors (baby sitting, caring for plants or pets during an absence, helping with home repairs, making purchases, and so forth) with any of the people who live in the block?

   f) Do you do things or go out with any of the people who live in the block?

   The children can prepare reports on their findings and discuss the fact that the neighborhood is a place where they and their parents have friends and cooperate with others. The children can also draw pictures of their families engaged in various activities covered in the survey. Afterward the children could act out their drawings, or the class could dramatize each of the activities discussed.

3. To help the children gain a sense of neighborliness and the way good neighbors should behave toward one another, the teacher can read the story "Jacob Friesen" to the class. Before reading the story, the teacher should acquaint the class with the background of Jacob's rural Amish neighborhood. (Background material will be found preceding the story in the Stories, Poems, Songs section). After the story has been read, the class can discuss the differences in the behavior of the people Jacob met in the two neighborhoods. The discussion should bring out that good neighbors help one another. The children can also discuss whether the town boys might have behaved differently if they had taken the trouble to get to know Jacob instead of just picking on him because he was different.

4. To show how the neighborhood is a place where we can make friends and find companionship, the teacher can read the poems "A New Friend" and "The New Neighbor" to the class.

5. To make the children aware of how important it is that people in the same neighborhood discover that they care about the same things (common interest), the teacher can choose five children to pretend they are adults from the neighborhood and to discuss by themselves the question: What are we interested in within the neighborhood? The discussion should bring out that as neighbors they are interested in such things as keeping the neighborhood clean, having nice play areas, keeping buildings repaired, maintaining safe streets and good schools, and getting along with their neighbors. The five can prepare a chart and present their findings to the class. Before the presentation the teacher should tell the class as a whole that they are the adults of the neighborhood, and provide background information. For example, the children can be asked to act as the parents of large families in a crowded neighborhood.

   After the report of the five, the teacher should encourage questions and opinions from the class as to what their interests are. The classroom discussion will help the children to discover that it is important for people who live in a neighborhood to recognize that they care about the same things. After the discussion the teacher can make a list with a column for each field of interest and the children can sign their names below the field in which they would like to work to make the neighborhood a better place to live. The teacher can conclude the activity by pointing out that the specialized interests of children and grownups help them to divide the labor within the neighborhood and to do a better job.

6. To bring out the fact that various interests draw people together within a neighborhood, the class can prepare a mural on "People and Interests in the Neighborhood." Different groups of grownups can be represented as interested in various neighborhood activities or projects. In one section of the mural, a group of adult faces should be shown in the lower half, and in the space above them a school can be shown to indicate what they are interested in. The next section could contain another group of faces and a park. A third group of grownups can be drawn with a church above them, and so on through a number of other neighborhood interests. The teacher might suggest that the children draw some of the same people in different groups, thus illustrating that some people have several interests and may wish to work in several groups or at several interests.

7. To demonstrate how neighborhoods are affected by people's attitudes and behavior, the teacher can read the stories "Mr. Hermit Miser and the Neighborly Pumpkin" and "Mr. Hobbs Can Fix It" to the class. After reading the stories, the teacher can compare Mr. Hobbs with Mr. Miser, pointing up their differences. The class can then discuss the effect each man would probably have on feelings in their neighborhood.

8. To develop the concept of neighborliness, the children can tell or write of a neighborly act they have performed. Small groups can put on skits about being neighborly, acting out the roles of good and bad neighbors in different situations. Afterward the class can discuss how neighborliness affects the quality of the neighborhood.

9. To acquaint the children with favors often exchanged between neighbors, the teacher can read the poem "Neighboring" to the class.

10. To help the children discover why people move and how good neighbors act, the class can act out the following sociodrama: Five children representing a family that has just moved from another neighborhood should be given a little time to plan their lines beforehand. In conversation with each other they will reveal why they moved. (The reason could be a better job, increased income, greater convenience, better schools, or the like.) The family begins, however, to miss the old neighborhood. Just as they are talking about some of their old friends whom they will not be seeing so often now, the doorbell rings. The first child playing a neighbor enters, introduces herself, and welcomes the family. As a token of welcome she hands them a cake. After she leaves, other neighbors come and each in his own way offers help or tries to make the family feel welcome. After they all leave, the family members discuss how much better they feel about living in their new neighborhood where people are so friendly.

11. To help the children discover some of the factors that affect people's selection of a neighborhood, the teacher can discuss with them what these factors might be. The discussion should bring out that the size of income, distance from work, school, and shopping, and availability of housing affect families' choices. The children may bring up the fact that race, creed, or national origin can restrict a person's free choice of a neighborhood. The teacher should list these factors along with the others, but should point out that such restrictions are based on prejudice and are not in keeping with the ideals of our country. The teacher may also note that important efforts are being made to bring practices into line with our ideals.

12. To help the children discover why people have chosen to live in their neighborhood, the class can conduct a survey. Each child can prepare a letter to his parents as follows:

> DEAR PARENTS,
>
> Will you please tell our class three reasons why our family chose to live in our present neighborhood? Please check the three most important reasons on the following list.
>
> ___good schools ___convenience to work ___good stores ___good transportation ___good housing ___housing we can afford ___cleanliness ___friendly neighbors ___yards or gardens ___parks and recreation areas ___other (specify)
>
> Thank you,
> (Child's signature)

When the letters are returned, the class can total the results on the blackboard and discuss the factors that seem to be most important in drawing people to the neighborhood.

13. To bring out how a family must think about different factors in choosing a neighborhood, the class can play a home-hunting game. Families will be looking for a home in various neighborhoods. The teacher's desk can represent the father's workplace. Small clusters of desks or different parts of the room can represent different neighborhoods. In each neighborhood children should take the part of available houses or apartments and carry signs indicating their size and monthly rent. Also in each neighborhood one child should represent the school, carrying a sign indicating that the school is crowded or old or new. In some neighborhoods some children should carry signs indicating that they are stores of different types. The teacher can then select children who will act out the part of different families of different sizes. Each family gets an amount of play money representing what the family can afford to spend on housing. Assuming that the father works in the place represented by the teacher's desk, each family will decide in which neighborhood the family will or can settle. In playing the game, the children should discover that the place nearest to work may not be the best neighborhood, or that the neighborhood with the best homes may be too expensive for many families.

14. So that the children can see a variety of real neighborhoods and where some of the factors covered in the lesson have obviously affected people's choice, the teacher can have them turn to "Let's Take a Trip" on page 14 of the text. Before discussing the pictures, the teacher should go over the captions with the class. The discussion should bring out that the choice of neighborhoods depends upon income, taste, nearness to work or school, or a combination of some of these factors.

15. The teacher can teach the class the song "Friendly Neighbors." The children will be singing the first verse and chorus of the song at the start of each recorded lesson. The complete lyrics are on pages 16–18 in the text.

16. As a review of the week's work the class can read "What Did We Learn?" on page 19 of the text. As each statement is read, the teacher can explain its meaning, drawing on examples from the recorded lesson and the week's activities. The children can be encouraged to give examples—either from material covered in school or from their own experience—that bear out the statements made in the review.

17. The following activities can be completed in the Activity Book.

    a) 1D: "What Do Families Ask About a Neighborhood?" The children should see that although there are many things that can be learned about a neighborhood, prospective residents will probably consider some things more important than others and should have some sensible system for making their choice. Discussion should refer to the factors affecting choice that were brought out in the lesson.

    b) 1E: "Which Is the Good Neighbor?" After completing the activity, the class can discuss each pair of pictures, focusing on the principle of neighborliness involved in each.

Part III

1. Since the class will be studying the neighborhood during most of the school year, it is important that the children prepare a table or floor map of the school neighborhood. If the teacher uses green flannel as the map base, it can be stored and reused in later years. The map can be prepared through the following sequence of activities. (NOTE: The preparation of the map need not be completed during the first two weeks work, but can be a continued activity over a longer period.)

    a) In many schools such a map will be identical with the children's own neighborhood. In other cases, where children are brought to school from greater distances, the area around the school should be considered an experimental neighborhood. In this way all the children can study the same neighborhood. To assure that all of them, regardless of where they live, have some knowledge of the school neighborhood, they can go for a short walk along a number of blocks in the immediate vicinity. Special attention should be paid to the landmarks observed.

    Upon their return the children can discuss or write short compositions on the buildings they saw, how these were arranged (adjoining, close together, with vacant space or whole lots between, and so on), what the buildings are used for, and how one gets from one building to another (route taken).

b) After the children have described the school neighborhood in words, the teacher can ask them how a whole neighborhood can be shown on a small piece of paper. The discussion should lead the children to the discovery that the map is an important way of doing this.

The teacher can show examples of various types of maps, blueprints of a house, a neighborhood map, a city map, an airline map, an illustrated tourist map, and a road map, and explain the various ways maps can be put to good use.

To practice mapmaking, the children can prepare a map of the classroom. The teacher can ask them to pretend that they are viewing the classroom from a perch near the ceiling. The children can imagine and then draw what the classroom would look like from that position; what shape the classroom has; where the desks are and how much space they occupy; and the size and location of the empty spaces. The teacher should make sure that the children have their maps in the proper position, so that directions on the map correspond to real directions in the classroom. After they have discovered this relation, the children can use their classroom maps to perform simple exercises in map reading, using the terms *right* and *left*, *front* and *back*. Children can then advance to the use of the map turned freely in any direction relative to the classroom, testing their ability to read the map even when it is not aligned with the classroom itself.

c) Once the children become acquainted with scale, direction, and viewpoint, they can turn their attention to the school neighborhood. The teacher can ask them to imagine they are looking on the school neighborhood from an airplane or helicopter. To stimulate their imaginations and help them develop their ideas, the teacher can first show them aerial photographs of cities and other areas. (Such pictures can be collected from newspapers and illustrated magazines where they frequently appear.) With the teacher's help, they can now go on to the preparation of the school neighborhood map itself. The teacher should place a large sheet of paper on a table so that the children can gather round, and explain that the paper represents land. A model of the school should be placed in the center. With the teacher's help (he may use a small street map of the area as a guide), the class can draw in the streets of the neighborhood around the school. If it is convenient, the teacher can take the class outside. The map should be placed on the ground and oriented properly. To ensure that the children are always relating the directions on the map to the real world around them, they can be asked to point in the general direction of buildings and other landmarks as shown on the map.

In the classroom, models, pictures, or symbols representing the main buildings in the neighborhood (besides the school)—the children's homes, stores they frequent, the police station, the firehouse, and so on—can be constructed and placed in position on the map. (Different colors can be used to indicate different kinds of buildings. Thus the school might be red, homes green, stores yellow, offices blue, and so forth.) The teacher should establish a scale of distance so that the buildings can be placed on the map according to their relative positions in the neighborhood. Care should be taken so that the children understand that the neighborhood map does not represent the whole of the neighborhood or the city, and that streets do not actually stop at the edges of the map.

2. To give the children practice in the use of directions, the teacher should have them find the cardinal directions according to the shadows cast by the sun (north at noon in most areas would provide the best results). Once the directions have been identified and named, the letters *N*, *E*, *W*, and *S* should be placed in one corner of the map with corresponding arrows. The teacher can move a pointer along a street leading away from the school and ask in what direction the pointer is traveling. Using the direction arrows on the map, the children can be asked whether a given building is east or west (or north or south) of another.

3. To become acquainted with the relation between a map and the real world, the children can play the following game, making use of the neighborhood map. The teacher can point to two

locations on the map (children's houses, a house and the police station, the school and the firehouse), and ask a child to trace the shortest route between them. The child can travel on the map, using a toy or model to represent a police car or fire engine. Have the child give the direction of the streets that he is traveling on.

4. The children might enjoy playing the following treasure-hunt game while they exercise their map-reading ability. The teacher can draw a large map of the classroom on the blackboard, showing the relative positions of the desks, tables, teacher's desk, windows, doors, closets. The treasure hunters can be selected by lot. The first treasure hunter leaves the room while the class hides the treasure, and the teacher indicates its location on the map with a big *X*. The treasure hunter is called in, and with the help of the blackboard map he must find the treasure.

STORIES, POEMS, SONGS

6 O'Clock Rooster

by Melvern Barker

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On a little farm in the country lived a family of four: a mother, a father, a little boy, and a cat named Mooch. Every morning very early they all awoke when the rooster crowed.

The father had his work to do.
The mother had her work to do.
The little boy did chores.

They were happy country people.

There was also a family of four who lived in the city.
A father who had his work to do.
A mother who had many things to do.
A little boy who ran errands and a little dog named Pooch who just slept.

Every morning very early they all awoke when the street noises began.

They were happy city people.

The country boy and the city boy were cousins. One day the country boy wrote a letter to his city cousin. It said, "Please come and visit me and I will show you how we live in the country."

The city cousin wrote back and said, "I will come; I want to know about the country."

When the city boy arrived they all had a big country supper. Then the two cousins went to bed in a big country bed.

The little country boy fell fast asleep right away. But the little city boy did not, for he heard all kinds of strange noises which kept him awake.

The wind whistled in the trees, the crickets chirped, the gate creaked, the windmill banged, and just as the sun was coming up he heard the loudest noise of all—the rooster crowed. He seemed to say, "Get up, get up, for this is a beautiful day."

Then all was very quiet and the city boy finally got to sleep. He slept until ten o'clock.

When he awoke he thought, I wish I could be a country boy and get up when everyone else does.

At breakfast the country boy's mother said, "I am glad to see you, but what made you sleep so long?"

"All the noises kept me awake," said the city boy. "And I could not sleep until they stopped early in the morning."

"What noises do you mean?" asked the mother.

The city boy said, "I heard the wind, I heard something chirp, I heard a creaking noise, I heard a bang, and then I heard a very loud funny noise early in the morning. Then all was quiet and I fell asleep."

"Why, those are country noises," said the country boy's mother, "and soon you will be used to them. Now go out and help feed the pigs."

So the city boy joined the country boy and they fed the pigs.

The second night the little boy went to bed very tired. Again he heard the wind whistle, the gate creak, the cricket chirp, and at daybreak the rooster crowed.

When the rooster stopped crowing he went to sleep and slept until nine o'clock. He got up and had his breakfast. He helped feed the pigs and chickens.

The third night he heard the wind whistle, the gate creak, the crickets chirp, but the noises didn't seem so loud. He went to sleep and slept until the sun came up and the rooster crowed, "Get up, get up." But he didn't get up until eight o'clock. Then he had his breakfast and helped feed the pigs, the chickens, and the calf.

The fourth night he hardly heard the noises at all. When the sun came up and the rooster crowed he only stayed in bed until seven o'clock. He had his breakfast and helped feed the pigs, the chickens, the calf, and the colt.

The fifth night he went to bed and heard no noise at all. He fell asleep and slept the whole night through. So when the sun came up and the rooster crowed, the little boy got right up at six o'clock. He had a big country breakfast with all his country cousins.

"The noises have stopped," he said.

Everyone laughed. "The noises haven't stopped," said the country boy's mother, "for last night the wind whistled, the crickets chirped, the gate creaked, and the windmill banged."

"You've just got used to the country noises," said the country boy. "You get up with the six o'clock rooster; so now you're a country boy too."

An Amish Neighborhood

The story "Jacob Friesen" is about a boy who lives on a farm in Pennsylvania. So that the children will be better able to understand the story and get more out of it, the teacher can pass on to them the following background information before reading the story.

Jacob Friesen is Amish. That means that he belongs to a religious group that left Europe (Germany, Switzerland, and the Netherlands) many years ago. They left because they were not happy there and they wanted to find a land where they could live as they wished in peace. Many of them came to the United States more than two hundred years ago, when the Indians were still roaming the forests. The Amish bought land, cleared away the trees and rocks, and built their fine farms side by side. There still are Amish farm neighborhoods in our country today.

The Amish like to live close together. In times of illness, or need, or old age, they know that their families and friends will help them. They worship together in their barns, where one of the farmers leads the services. At home many of them still speak the language of their great-great-grandfathers—a form of German. Of course the Amish children also learn English in the small country schools in their neighborhoods.

The Amish believe that God wants them to live simply, to work hard, and to be honest. Their neat and orderly homes and fields show how hard they work. Fathers and sons plow their fields with teams of horses and harvest the fine crops. Mothers and daughters cook and bake and can the fruit and vegetables that they grow on the farm so that they can store them for the long winter. They also make most of the family's plain clothing. If an Amishman should break one of the rules that they live by, none of the other neighbors will speak to him. They think that a person is really punished when he has no neighbors.

In Jacob's neighborhood one of the farmers owns a mill where the Friesen family and their neighbors take their grain to be ground into flour. In the fall they take their apples to another farmer, who has an apple press that squeezes the apples to make cider. In this way the Amish produce most of the things they need themselves and go into town only to buy things like sugar, which they cannot make themselves. Because they prefer to live simple, quiet lives and stay to themselves, their customs have changed very little in the many years since they came to the United States.

Jacob Friesen

by Leon Trachtman

Jacob Friesen is nine years old. He lives on a farm in Pennsylvania where his father grows tobacco, wheat, and corn, and has many cows. His mother has a garden near the house and she grows peas, beans, squash, tomatoes, carrots, lettuce, onions, turnips, and pumpkins.

Jacob is a big help on the farm. He helps take care of the cows and does many other jobs for his father.

Jacob looks like his big brother, Marcus. Jacob and his brother both look like John Altfeld, who lives on the next farm, and like Ben and Peter Moyer, who live down the road. These boys seem to look alike because they all dress alike. All the boys in their neighborhood dress alike. They all wear broad-brimmed black hats, dark gray or blue coats and trousers, and black suspenders. They all wear their hair in the same way, long in back and cut straight across.

One day Jacob's mother sent him to town to buy a ten-pound sack of sugar. She needed the sugar for canning the pears and peaches they grew in their orchard. Jacob walked down the road past the Altfeld farm, past the schoolhouse near Henry Bauer's farm, and down to the crossroads near Simon Moyer's farm.

When he got to town, Jacob bought the sugar at Mr. Link's grocery store. As he left the store and started walking up the street toward the road that led home, some town boys saw him. These boys didn't like Jacob or his brother, or John Altfeld, or the Moyer boys, or any of the other boys who wore broad-brimmed black hats and dark coats and trousers. They did not know why they didn't like them. They just didn't.

They began to make faces at Jacob, and yell and poke at him.

"Yah, yah, Dutchie," they yelled, and one of them poked a stick into Jacob's sack of sugar.

Jacob started to run away, but all the sugar spilled out of the hole the boy had made with the stick.

Another of the boys took Jacob's black hat and ran away with it. And another grabbed him and tore his coat when he tried to get away.

Finally Jacob did get away. He ran out of town and up the road. He was still crying from hurt and anger when he reached the crossroads near Simon Moyer's farm.

Mrs. Moyer was leading her cows to the barn to be milked when she saw sad little Jacob.

"Jacob Friesen," she said, "what has happened to you?"

Jacob sobbed out his story of what the town boys had done to him.

"Na, na," said Mrs. Moyer, "come in the house, Jacob. Patching your coat I'll do so's your ma won't be mad. My, my, those bad, bad boys."

Jacob sat in the big cool kitchen and drank a glass of milk and ate some of Mrs. Moyer's kuchen while she neatly sewed the tear in his coat.

Jacob felt much better as he left the Moyer farm. He trudged on up the road past Henry Bauer's farm. Mrs. Bauer looked up from picking beans in her garden.

"Jacob Friesen! Where is your hat?"

Jacob told Mrs. Bauer his sad story. She told him to come into her house and sit down. While he sat, she looked along the clothes pegs on the wall. In a moment she brought down a fine black hat, just like the one the town boys had taken from Jacob.

"My Paul, his head is growed too big for his hat, so you can take it, Jacob. We don't want your ma should be mad."

Jacob thanked Mrs. Bauer for the hat. He left her house and walked up the road toward his home. He was almost there when he saw Mr. Altfeld. Mr. Altfeld was loading baskets of peaches onto his big flat wagon. The strong black horses stood quietly, waiting to pull the wagon to the barn.

"Well, well, Jacob," said Mr. Altfeld, "you coming from town?"

"Yes," said Jacob.

"What you had to get in town?"

Jacob told Mr. Altfeld about the sugar he had bought and what had happened to it.

"My, my," said Mr. Altfeld. "You know, Jacob, we just been to town and we bought five ten-pound sacks of sugar. We got more than we can use. Why don't you just take one of them so's your ma can get on with her canning?"

Jacob thanked Mr. Altfeld, picked up the sack of sugar, and took it home.

Jacob's mother went on peeling peaches at the sink as Jacob came in and put the sack of sugar on the kitchen table. She did not look around as she spoke.

"I see Joseph Altfeld give you the sugar, and to the store I know you went." She was quiet a moment, and then she said kindly, "Na, na, Jacob, I don't want you should be sad. Best is God's love, and next best is good neighbors."

Mr. Hermit Miser and the Neighborly Pumpkin

by Christine Noble Govan

From *Mr. Hermit Miser and the Neighborly Pumpkin,* by Christine N. Govan. Copyright 1949 by Christine N. Govan, by permission of the American Book Company.

All the houses in Gillygreen Lane were painted green and white—all except Mr. Hermit Miser's. It wasn't painted at all.

All the windows in the green-and-white houses on Gillygreen Lane had flower boxes in them except Mr. Hermit Miser's windows. They had rags stuffed in them to keep the wind out.

All the yards in Gillygreen Lane were trim and neat, with beds of bright flowers—all except Mr. Hermit Miser's. It had only weeds.

One spring day Mr. Hermit Miser looked at his lawn. Four green leaves and a little curly tail were growing there. The next day there were eight leaves and four tails. The stem had grown a foot long and lay along the ground like a vine. This pleased Mr. Hermit Miser, because he liked to get something for nothing. Every morning when he went out to look at his vine, there were more leaves, and more stem, and dozens of new curly tails.

One day when Mr. Hermit Miser came out to look at the vine, he found three beautiful golden blossoms on it. He actually smiled, for he knew that someday he would have pumpkins on the vine. And if there was one thing in the world that he liked, it was rich, spicy pumpkin pie.

Then one day Mr. Hermit Miser went out to look at his pumpkin vine. The stem leaves and curly tails had grown in every direction! They had gone through the holes in Mr. Miser's rickety fence into Mrs. Burman's yard next door.

Mrs. Burman always said that she just couldn't stand Mr. Miser because he wouldn't paint his house, or patch his fence, or mend his windows.

When Mr. Miser saw that his beautiful pumpkin vine had gone into Mrs. Burman's yard, he went right over to get it and put it back in his own yard. But just as he leaned over to pick it up, he heard Mrs. Burman cry, "Hermit Miser! What are you doing in my yard? Get out of here!"

Mr. Miser was furious. He jumped up and down and shook his fist at Mrs. Burman. "Mrs. Burman!" he said, "I've come for my own property and I mean to take it back with me!"

"Wait!" said Mrs. Burman. "What grows in my yard is mine. I just dare you to touch it!"

So Mr. Hermit Miser had to go home and leave his pumpkin vine growing in Mrs. Burman's yard.

One day Mr. Hermit Miser saw that the pumpkin vine had burst through the fence on two other sides. It was growing in Mrs. Brown's yard to the east and in Miss Pitcher's yard to the north. And the vine had walked out of the rusty front gate.

And that was how Mr. Miser's pumpkin vine got away from him. It grew and it grew in every direction. The little green balls grew into big round orange-colored pumpkins. And they grew in every yard but Mr. Miser's.

All this time poor Mr. Miser sat on his porch and watched his vine run away. The more it ran, the angrier Mr. Miser got. How he hated the thought of his beautiful golden pumpkins being eaten by other people!

If he was going to have any pumpkins, he would have to go and get them back from his neighbors. And he hadn't spoken to his neighbors in years, except to scold Mrs. Burman about keeping the vine in her yard.

The summer went by and the days began to get too chilly for Mr. Hermit Miser to sit on the porch. The pumpkins got so ripe and yellow, they looked as if they would burst.

One night there was a frost. The next morning Mr. Miser hobbled out into the yard and looked over the south fence at Mrs. Burman's pumpkin. Then he hobbled over to the east fence and looked at the two pumpkins in Mrs. Brown's yard. And then he saw that Miss Pitcher had two in her yard and that out in the road there were three more yellow pumpkins.

He sat down and began to worry about how he could get his pumpkins back. He worried all day long. Finally he decided that he would wait until it was dark and then crawl through the fence and get his pumpkin from Mrs. Burman's yard.

So when it was dark, he blew out his candle and went out of his rackety-packety house. He slid through the hole into Mrs. Burman's yard, and kept reaching out here and there. He was feeling for the big round pumpkin. He crawled and felt, and he felt and crawled. But he couldn't find the pumpkin. At last he picked himself up and went home. And he was mad as hops!

The next morning, bright and early, he got up and looked over Mrs. Burman's fence. There lay the pumpkin vine, all trampled and mashed. And there stood Mrs. Burman, looking as if she had a great joke all to herself.

"Looks as if some strange animal got in here last night," she said. "It's a blessing I harvested my pumpkin yesterday."

At that Mr. Hermit Miser made a noise like something blowing up and went galloping back to his own porch again.

After Mrs. Burman had gone in, he looked at Miss Pitcher's pumpkins and noticed just where they grew. He looked at Mrs. Brown's pumpkins and noticed just where they grew. Then Mr. Miser said, "Ha! I'll sit on my porch and watch all day. I'll get those pumpkins tonight, if I never do another thing! And in the meantime I'll get the pumpkins out of the road. I know I can get them!"

So he walked out and picked the three pumpkins near the ditch and carried them back into his house. Then he sat on the porch and watched the pumpkins in Miss Pitcher's garden for a while. Then he watched the pumpkins in Mrs. Brown's garden for a while. He just couldn't watch both gardens at once.

At last it got dark, and Mr. Hermit Miser climbed over the fence into Miss Pitcher's garden. He walked straight to the place where he had seen the pumpkins, but they weren't there anymore! He ran to Mrs. Brown's yard and went straight to the place where her pumpkins had been, but they weren't there anymore either. And then Mr. Miser *was* mad! He went home and slammed the door.

When morning came, he felt very sad to think that he had only three pumpkins. But when he looked at them, they were so round and yellow and cheerful-looking that they made him feel better right away.

I'll have some pumpkin pies anyway, thought Mr. Hermit Miser, and I'll eat every crumb of them myself!

So he set out to make some pumpkin pies. He had never made a pumpkin pie, but he thought he could do it with a little planning.

He mixed some dough out of flour and water and a little salt and laid it in a pan. He set the pumpkin in the middle of it and put a whole handful of sugar right on top of the pumpkin. Then he popped it into the oven.

Soon a most delightful smell began to come out of the oven, and Mr. Hermit Miser took a deep breath. But the smell got stronger and stronger. And it wasn't so delightful now. It smelled as though something was burning. Mr. Miser got worried. He opened the door of the oven.

Oh, my!

There was the dough—hard and white like stone. And there was the pumpkin, wilted, and the sugar all black and smoking.

He grabbed the pie, rushed to the door, and threw it out. Then he sat down and got hopping mad all over again.

But there were still two pumpkins left. So he sat down and thought and thought. At last he remembered that you must cut up the pumpkin and cook it first.

He rushed to the pantry to get another pumpkin. He cut it into little chunks and cut off the hard rind. This time when he made the dough, he stewed the pumpkin first. But when he put it in the oven, he built such a good fire that the stove got red-hot and the pie burned to a crisp.

Well, Mr. Miser worked and worked on those pumpkin pies, and he never did make one. He had used up all three of his pumpkins and still he didn't have a pumpkin pie. When the last pie came out of the oven looking worse than the first, Mr. Miser went out on the back steps and sat down. He put his head on his knees and cried.

Mrs. Burman and Miss Pitcher and Mrs. Brown saw Mr. Miser crying, and all three ran up to him and said, "Hem!"

Mr. Miser knew that they had seen him crying, and he was so ashamed that he held his apron over his face.

Mrs. Burman and Mrs. Brown saw the pies that Mr. Miser had thrown into the yard. And Miss Pitcher was staring at the awful mess in his kitchen. The three friends looked at one another, and shook their heads.

Mrs. Burman said, "What a shame to have wasted all those pumpkins! What were you trying to do with them?"

"I wanted a pumpkin pie," said Mr. Miser, and his voice was stuffy with tears and apron.

"He's all worn out," said Mrs. Burman. "And no wonder! All the work and nothing to show for it!"

"And his pumpkins all wasted!" said Mrs. Brown.

"His kitchen," sighed Miss Pitcher. "Why we made pumpkin pies in ours and you'd never know it."

"You made pies?" asked Mr. Hermit Miser, just letting one eye show from behind the apron.

"A lot of them," they said, "all as smooth and spicy and fine as you'd hope to see."

"I can't stand it!" wept Mr. Miser. "Everybody has a pie but me, and they were my pumpkins!"

He was just ready to jump up and down in one of his rages when Mrs. Burman said, "Mr. Miser, how would you like a big, big slice of golden-brown pie? Now listen," she said, "you can have some pies if you'll do a few things to get them."

"What?" asked Mr. Miser eagerly.

"Well, that fence between your yard and mine needs mending and painting."

"I'll do it!" said Mr. Miser.

"And your house needs the same," said Mrs. Brown.

"I'll fix that, too," said Mr. Miser sulkily. "When do I get my pies?"

"When you've done all that!" said the three.

"WHAT? You mean I can't have my pies until I've mended the fence and painted the house and—"

"We'll help you!" said Mrs. Brown. "We'll help you, and all the neighbors will help you."

"The neighbors don't like me," said Mr. Hermit Miser, and hung his head.

"They will—if you like them," said Mrs. Brown. "Come on."

The freshly painted little house was neat and clean. But it was not green and white like all the other houses in Gillygreen Lane. Oh, no! It was bright yellow with green shutters, like a pumpkin with leaves. Mr. Hermit Miser said that he never wanted to forget that it had been his pumpkin vine that had made his neighbors into friends.

Mr. Hobbs Can Fix It

by Vera Pickard

From *Mr. Hobbs Can Fix It*, by Vera Pickard.
Copyright 1948 by Stone and Pierce (Abingdon Press).

Once there was a man whose name was Mr. Hobbs. He had a round rosy face and the merriest blue eyes you ever saw.

Mr. Hobbs lived all by himself in a little white house. In the daytime he was too busy to be lonely. But in the evenings, as he sat on the front porch reading his newspaper, Mr. Hobbs was lonesome.

"Gracious Peter!" he would say. "I wish I had someone to talk to."

Mr. Hobbs was really a remarkable person. There were two things that made him remarkable.

First, he could always fix anything. No matter how badly broken it was, Mr. Hobbs could fix it. In fact, that was his business. His shop was in his house. He repaired radios and fishing reels. He mended toys and made old sewing machines run like new. Every day he was busy from morning until night.

The second remarkable thing about Mr. Hobbs was that he could make sounds without moving his lips. He could meow like a cat, and bark like a dog, and grunt like a pig, and cackle like a hen.

But Mr. Hobbs did get lonely, living all by himself.

Randy, who was seven years old, lived in the brick house next door. On his way home from school, Randy would stop in Mr. Hobbs's shop and watch him fix things.

One afternoon Randy came hurrying into the shop. A little black dog trailed along behind him.

"Gracious Peter!" said Mr. Hobbs. "Where did you get that little black bundle, Randy?"

For that is exactly what the little dog looked like. Shaggy black hair covered his eyes. Mr. Hobbs had to look twice to see which was head and which was tail.

"Isn't he cute, Mr. Hobbs?" Randy asked. "He's been staying around school all week. We took turns bringing him food to eat."

"And now you're going to keep him?" asked Mr. Hobbs.

"No-o," Randy answered slowly. "I wish I could. But Mother says two cats are enough. Besides—he chases cars! Mother says we have to take him to the Humane Society."

The little black dog sat up on his hind legs. He wriggled and twisted and rubbed his head against Mr. Hobbs's leg.

"Well I never!" said Mr. Hobbs, and he patted the dog's silky head. "You're a friendly little fellow. But chasing cars is bad business. No one would want to keep a dog that was likely to get himself run over."

Mr. Hobbs sat down on a bench. He was thinking: This is a very nice little black bundle of a dog. I wonder if I could cure him of chasing cars. I repair radios and fishing reels. I mend toys and make old sewing machines run like new. Why can't I figure out a way to fix this?

Mr. Hobbs looked at his watch.

"Gracious Peter!" he said. "Almost four o'clock! This isn't fixing that alarm clock of Mrs. Thompson's, is it, Randy?"

Randy watched Mr. Hobbs's fingers as he slid the tiny wheels and springs into the clock—just so.

Just then Mrs. Thompson came in to get her clock.

"Good afternoon, Mr. Hobbs. Hello, Randy. Is my clock ready? My goodness, I didn't know you had a dog. What's his name?" she said, all in one breath.

"His name is Bun—short for Bundle," Mr. Hobbs told her. For that was the only name he could think of at the moment. Then he asked suddenly, "Do you know how to make dogs stop chasing cars, Mrs. Thompson?"

"Does Bun do that?" Mrs. Thompson asked. "How dreadful! Have you tried whipping him? That's good for most everything."

Mr. Hobbs shook his head slowly. "No, I'm sure there must be a better way than that. But thank you anyway, Mrs. Thompson."

Mrs. Thompson paid for fixing the clock. She put it under her arm and went away.

"Can you make Bun behave?" Randy asked anxiously.

Mr. Hobbs did not answer. He started whistling a sad little tune through his teeth without using his lips.

Randy stood, watching Mr. Hobbs. Bun lay quietly at Randy's feet. Far down the street a grocery truck chug-chugged.

A quiver ran through the little black bundle on the floor. Bun's ears stood straight up. His nose sniff-sniffed.

Gr-r-r! he growled deep in his throat. Then he plunged through the door.

Randy looked at Mr. Hobbs—and Mr. Hobbs looked at Randy. By this time Bun was halfway down the walk. Mr. Hobbs put down his screwdriver. He closed his lips.

Meow! Pfft! Pfft! M-row! came from the door of the shop.

Bun slid to a stop and sat down so hard that he bounced!

He tilted his head toward the shop. *Woof! Woof! Woof!* he barked angrily and wheeled about and galloped toward the shop.

Mr. Hobbs scooped the little black bundle into his arms and hugged him close.

Randy slapped his hands on his legs and bent over laughing. "Bun thought it was a real cat. He really thought it was a cat!"

Mr. Hobbs did not laugh. He was too excited. He had an idea!

After a moment he said, "Randy, will you leave Bun with me for a few days before you take him to the Humane Society?"

"Well"—Randy hesitated—"I guess that will be all right. Do you think you can make him stop chasing cars, Mr. Hobbs?"

"We will see, boy. We will see," Mr. Hobbs answered. "Come over tomorrow after school."

Randy said goodbye to Mr. Hobbs. Then he patted Bun's head and ran home.

After Randy had gone, Mr. Hobbs went into the kitchen. He fixed a nice supper. Then he took a little blue bowl from the cupboard. He cut a slice of roast beef into tiny pieces. He put in a big spoonful of stewed tomatoes and some buttered carrots. Then he set the little blue bowl on the floor.

"Come, Bun!" he called.

Mr. Hobbs laughed as Bun gobbled the food.

"Gracious Peter!" he chuckled. "I'd almost forgotten how nice it is to have someone eat with me."

After supper Mr. Hobbs took his newspaper to the front porch. Bun followed right at his heels. Mr. Hobbs started to read. Bun settled himself with his head on Mr. Hobbs's feet.

Mr. Hobbs looked down at him. Then he said in surprise, "Gracious Peter! With Bun here, I'm not a wee bit lonely anymore."

His blue eyes twinkled. "I do hope my idea works!" he added.

That night Bun slept on Mr. Hobbs's bed.

Early in the morning Mr. Hobbs was awakened by Bun licking his hand. Mr. Hobbs opened his eyes sleepily.

"Bun, oh, Bun," he whispered. "Won't it be dreadful if we have to send a nice dog like you away?"

Breakfast was a merry meal. Bun sat up on his hind legs and begged for bites of toast. Then Mr. Hobbs filled the blue bowl with some cornflakes and covered them with milk. Bun ate every bit.

Mr. Hobbs had a busy day. He repaired radios and fishing reels. He mended toys and made old sewing machines run like new. As Mr. Hobbs worked, Bun chewed on an old glove in the corner.

Randy came in after school. Bun bounded to the door to meet him.

Randy patted the dog's head. "Did Bun behave today, Mr. Hobbs?" he asked.

"He was as good as gold!" Mr. Hobbs answered. "Of course he's been here in the shop with me all day. And with all the hammering and noise in here he hasn't paid any attention to cars going by."

"May I play with him in the yard?" Randy asked. "I'll watch him so he doesn't get out in the street."

"Go ahead, Randy," Mr. Hobbs answered. "I'll just put away my tools, then I'll come out too."

Mr. Hobbs laid down his hammer and saw. Now we will see how my idea works! he said to himself. He's such a smart little dog, it should work.

Mr. Hobbs went out the door. He saw Randy chasing Bun around and around the yard.

Mr. Hobbs saw something else, too. In front of Randy's house next door, he saw a car parked. Randy's father was just getting in it. Before he could step on the starter—

M-row! Pfft! Pfft! M-eow! sounded right behind the little black dog.

Bun stopped dead in his tracks. Then he whirled about and raced toward the door from which the sound came. He was searching for the cat. *Bow-wow-wow!* he barked.

Randy's father started the car and drove down the street. Bun was so busy looking for the cat that he did not even hear the car.

Mr. Hobbs's blue eyes twinkled as he smiled at Randy. "Well, Randy?" he asked.

"Oh, Mr. Hobbs, do you think you can make him stop chasing cars?" Randy panted.

"We'll keep on trying."

After a little while another car whizzed past. Bun turned his head toward the street.

M-row—

Bun did not wait to hear any more, but galloped off after Randy.

Randy clapped his hands. "Mr. Hobbs, you've done it!" He danced up and down. "Bun hardly noticed the car that time!"

"Gracious Peter, Randy! He is a smart dog to catch on so fast, isn't he?" Mr. Hobbs chuckled.

"Come to supper," Randy's mother called.

Randy asked, "Mr. Hobbs, do you think maybe my mother will let me keep Bun if he doesn't chase cars anymore?"

Mr. Hobbs did not answer for a moment. His blue eyes were not merry now. "Maybe she will," he said slowly. "Why don't you ask her? After all, he was your dog first."

That night after supper, Mr. Hobbs did not read his newspaper. He just sat and watched Bun.

Gracious Peter! I will be lonely if Randy takes Bun to live with him, thought Mr. Hobbs sadly. Of course I could see him every day. But I would miss him, especially in the evenings.

The next day was Saturday, so Randy did not have to go to school.

Right after breakfast Mr. Hobbs heard Randy coming up the path. The door opened and Mr. Hobbs saw Randy's face. It was stained with tears.

"Gracious Peter, Randy! What's the matter?"

"Mother says I can't have Bun," Randy said. "She says two cats are *still* enough."

Mr. Hobbs sat down. He took Randy on his knee. His merry blue eyes shone kindly.

"Well, Gracious Peter, Randy!" he said. "How would you like to have Bun live with me? Then he could be partly your dog and partly my dog. He would be *our* dog!"

Randy looked up at Mr. Hobbs to see if he really meant it. Mr. Hobbs put his finger to his lips. He pointed to the door.

There stood Bun, watching a car which came closer and closer! His ears stood straight up. His body quivered.

Before Mr. Hobbs could even say *Pfft!* Bun turned away from the door. He trotted back to Mr. Hobbs and Randy, sat up on his hind legs, and said, *Woof!*

Randy's eyes shone.

Mr. Hobbs chuckled happily.

"I guess that means Bun doesn't care about chasing cars anymore."

"You *did* fix it, Mr. Hobbs," Randy said. "And now Bun can be *our* dog. What fun the three of us will have together!"

Feet and Wheels

by Leon Trachtman

Feet stroll.
Wheels roll.

Walkers, using soles and heels,
Are passed by speedy folk on wheels.

But
Plain old feet
Let people meet,
Let them visit, let them talk,
As they stand and as they walk.

Rolling wheels upon a car
Take people fast, take people far.
But as they're rolling here and there,
People mostly sit and stare.

Walking feet make paths, and where paths cross,
People stop to chat about the weather,
Chat about their children, pets, and boss . . .
Crossing paths bring people close together.

Rolling wheels need highways smooth and wide
So cars can keep on speeding once they start,
And all the rushing people sit inside
As closed-up autos hold them far apart.

Feet are useful; so are wheels.
Both used well make life complete.
Just don't let wheels make you forget
The uses of your precious feet.

A Happy Neighborhood

by Leon Trachtman

What is it makes a neighborhood
A pleasant place in which to live?
I asked this question of nine people.
Here are the answers they did give.

An old man:

A neighborhood's no good without
A park, some trees, a winding walk,
And several benches in the shade
Where folks like me can sit and talk.

A teacher:

The thing that's most important in
A neighborhood, to all and each,
Is having all the schools you need
Where children learn and grownups teach.

A boy:

It could be grass, could be cement,
Or even mud or clay ground,
No matter what, a neighborhood
Has got to have a playground!

A housewife:

I like a neighborhood that has
A lot of shops and stores.
They make it easier for me
To do my jobs and chores.

A street cleaner:

I like a place where people put
Their ashes into ashcans,
Where everyone is taught that he
Should put his trash in trashcans.

A salesman:

If I can't start my car for work
I fly into a panic.
So I think every neighborhood
Must have a good mechanic.

A postman:

I don't mind cats, I don't mind birds,
I don't mind snakes or frogs,
But I do mind taking mail where
There are lots and lots of dogs.

An old lady:

I'm not supposed to drive a car.
If I do my doctor fusses.
And so I like a neighborhood
With lots of fast clean buses.

A baby:

I always take a midday nap.
At least I have to try it.
So Mommy says that we must have
A neighborhood that's quiet.

I thought about these answers,
Not one alike, but all so good,
About the things that people want
In a neighborhood.

I see that there are many things
A neighborhood must be.
What makes it nice for others
May not do for you or me.

When many different people think
A certain place is good,
That's where you find the secret
Of a happy neighborhood.

The New Neighbor

by Rose Fyleman

From *Gay Go Up,* by Rose Fyleman. Copyright 1929, 1930, by Doubleday & Company, Inc. Reprinted by permission of Doubleday & Company, Inc., and The Society of Authors as the literary representative of the estate of the late Rose Fyleman.

Have you had your tonsils out?
Do you go to school?
Do you know that there are frogs
Down by Willow Pool?

Are you good at cricket?
Have you got a bat?
Do you know the proper way
To feed a white rat?

Are there any apples
On your apple tree?
Do you think your mother
Will ask me in to tea?

A New Friend

by Marjorie Allen Anderson

Copyright 1950, *Children's Activities.* By permission of Highlights for Children, Inc., Columbus, Ohio.

They've taken in the furniture;
I watched carefully.
I wondered, Will there be a child
Just right to play with me?

So I peeked through the garden fence
(I couldn't wait to see).
I found the little boy next door
Was peeking back at me.

New House

by Aileen Fisher

From *Up the Windy Hill,* by Aileen Fisher. Copyright 1953 by Abelard-Schuman Ltd.

We've gone to live in a new house
along a brand new street
where EVERYTHING is a new thing—
everything I meet.

There's a new latch on the front gate,
a new bell on the door,
and nothing about the new house
is as it was before.

We've gone to live in a new house
with a new porch and walk,
and NObody is in the next yard
who wants to play or talk.

I have to walk in a new park
and climb on a different hill—
whenever I think of our old house
I WISH we lived there still.

Neighboring

by Christina Georgina Rossetti

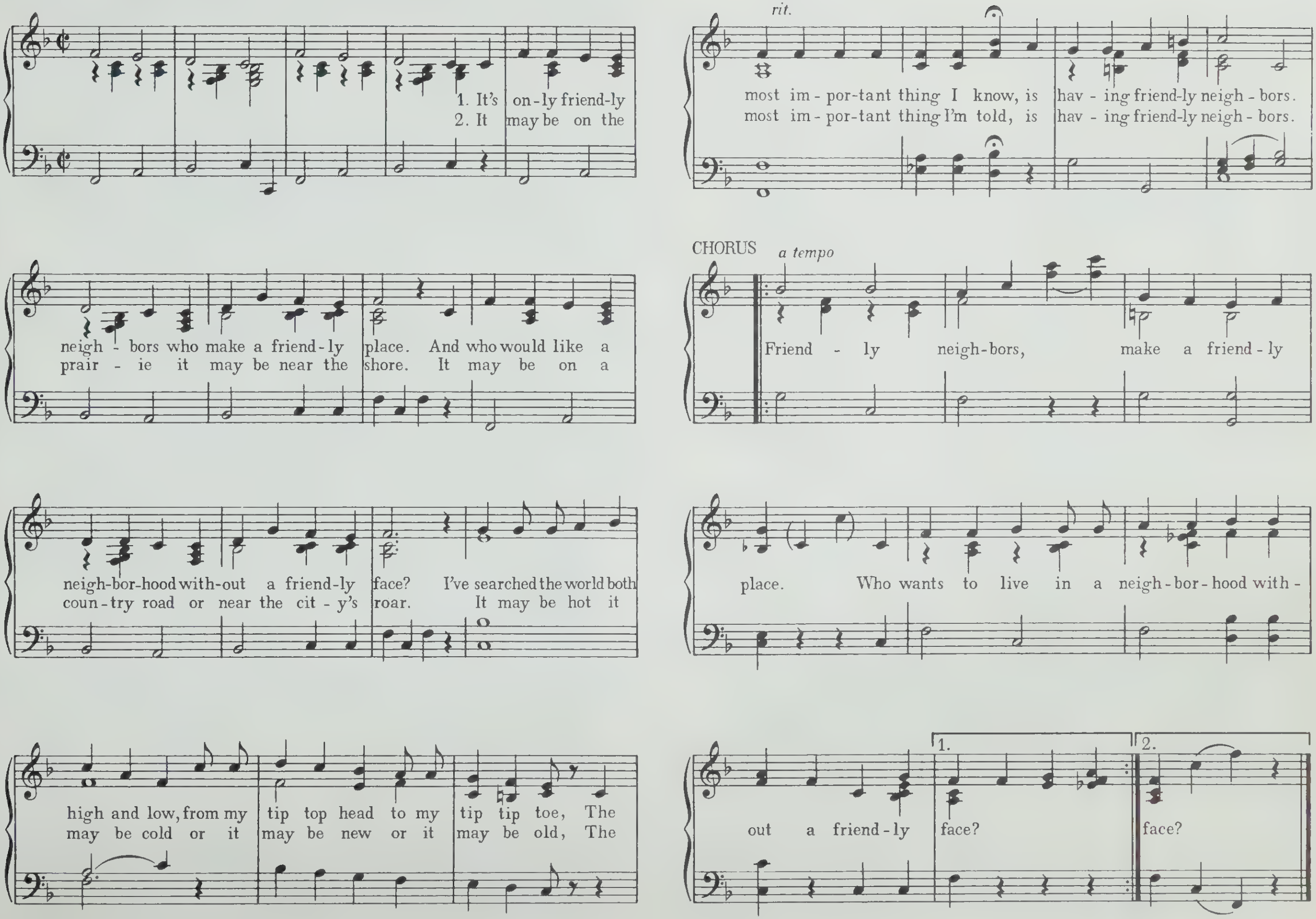
From *Poems for the Children's Hour,* by Josephine Bouton. Copyright 1927, 1945, Platt & Munk, Inc.

The dear old woman in the lane
Is sick and sore with pains and aches.
We'll go to her this afternoon,
And take her tea and eggs and cakes.

We'll stop to make the kettle boil,
And brew the tea, and set the tray,
And poach an egg, and toast a cake,
And wheel her chair round if we may.

FRIENDLY NEIGHBORS

Lyrics–Leon Trachtman *Music*–Elva S. Daniels


1. It's on-ly friend-ly
2. It may be on the
neigh - bors who make a friend-ly place. And who would like a
prair - ie it may be near the shore. It may be on a
neigh-bor-hood with-out a friend-ly face? I've searched the world both
coun-try road or near the cit - y's roar. It may be hot it
high and low, from my tip top head to my tip tip toe, The
may be cold or it may be new or it may be old, The
rit.
most im - por-tant thing I know, is hav - ing friend-ly neigh - bors.
most im - por-tant thing I'm told, is hav - ing friend-ly neigh - bors.
CHORUS
a tempo
Friend - ly neigh-bors, make a friend - ly
place. Who wants to live in a neigh - bor - hood with -
out a friend - ly
1.
face?
2.
face?

Neighborhoods

by Leon Trachtman

Why are all the ants together
At their anthill in the wood?
They like to live with one another
In their little neighborhood.

Why does the honeybee believe
That life inside his hive is good?
It is where his friends all live!
It's his little neighborhood.

People aren't very different
From these insects. They will go
To live and be near other people
That they like and that they know.

So everyplace around the world,
From arctic ice to tropic shores,
People work and people live
In neighborhoods, like mine and yours.

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Books

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BERG, JEAN HORTON. *The O'Learys and Friends.* Chicago: Follett, 1961. Neighborliness is demonstrated in the story of the O'Learys who move into a new neighborhood hoping to make friends soon. When their cat gets up on the roof, many neighbors and the fire department come to help and offer advice. The O'Learys show their gratitude by treating everyone to lemonade.

HARRIS, ISOBEL. *Little Boy Brown.* Philadelphia: Lippincott, 1949. This is the story of a little boy who lives in a large city hotel, and how he spends an eye-opening day in the country.

HILLES, HELEN TRAIN. *Moving Day.* Philadelphia: Lippincott, 1954. Tim's family moves from the house where he has always lived to an apartment a few blocks away. Tim at first dislikes living in an apartment building, but soon gets used to his new surroundings and realizes that he actually enjoys living there. The children might speculate on why the family moved from the old house to the new apartment, and whether the story takes place in a small town or a large city.

HOFF, SYD. *Who Will Be My Friends?* New York: Harper, 1960. This is an early book in the "I Can Read" series. Freddy moves to a new neighborhood and worries about making new friends. When he demonstrates how well he can throw and catch a ball, he finds many new playmates and friends.

LENSKI, LOIS. *I Went for a Walk.* New York: Walck, 1958. Illustrated poems and songs that tell about people and places in the neighborhood: the home, the drugstore, the supermarket, the traffic policeman, and so forth.

Olds, Helen D. *Miss Hattie and the Monkey.* Chicago: Follett, 1958. A book in the "Beginning to Read" series. An organ grinder and his monkey move into the house next door to Miss Hattie, a seamstress, who does not like her new neighbors at first, but soon changes her mind when she gets to know them. The teacher might ask the children whether they think Miss Hattie is happier after she becomes a good neighbor.

Slobodkin, Louis. *Trick or Treat.* New York: Macmillan, 1959. Trick-or-treating on Halloween night takes children to an old house newly occupied by a magician and his wife. The new occupants treat the trick-or-treaters to wonderful surprises and magic tricks. Since the children don't want to leave, their parents bring treats and the neighborhood has a jolly party.

Wise, William. *The House with the Red Roof.* New York: Putnam, 1961. The story of a little boy who finds his new neighborhood as pleasant as the old one he was unhappy to leave. The class could speculate on why the family moved—perhaps the father got a better job, perhaps the school in the new neighborhood is better than the one in the old neighborhood. The children should know that many families move from one place to another.

Zolotow, Charlotte. *A Tiger Called Thomas.* New York: Lothrop, Lee & Shepard, 1963. Thomas thinks no one in his new neighborhood likes him, but he soon learns differently. When he goes trick-or-treating in his Halloween costume, everyone recognizes him and is friendly toward him. He realizes that he had only imagined his new neighbors did not like him and that it wasn't true at all.

Films

Let's Be Good Citizens in Our Neighborhood. 8 min., sound, b & w, $55, rental $4.50. Gateway, 1953. Points out how neighborhood relations are improved when people are polite, respect others' property, help each other, respect new customs, take pride in their homes and yards.

Filmstrips

In and out of the Neighborhood. 48 frames, color, $6. Encyclopaedia Britannica Films, 1956. This filmstrip, part of "The Neighborhood Community" series, shows that neighborhoods are interdependent. Gives examples of people going from one neighborhood to another to find recreation and friends, to shop for groceries and other household items, to get services such as water, gas, and electricity, and for entertainment.

Robbie's Neighborhood. 48 frames, color, $6. Encyclopaedia Britannica Films, 1956. This filmstrip in "The Neighborhood Community" series tells the story of Robbie who, after a fine vacation, is glad to return to his neighborhood, his friends, and his favorite places. The class might think about Robbie's reasons for liking to return to his neighborhood.

Sharing with Neighbors. 48 frames, color, $6. Encyclopaedia Britannica Films, 1956. This filmstrip in "The Neighborhood Community" series shows neighbors cooperating and sharing in order to make their neighborhood more pleasant. Examples show how neighbors take care of each other's children, give each other rides in their cars, borrow and lend tools and other household items, pay through taxes for services such as fire protection, libraries, and schools, and volunteer their services on community projects.

LESSON 2: Small-Town Neighborhoods

PURPOSE OF THE LESSON

1. To help the children discover that—
    - *a)* There is usually ample land in a small-town neighborhood, and its price is therefore relatively low.
    - *b)* Since this land is inexpensive, most of the dwellings in small-town neighborhoods are owner-occupied, single-family houses with yards.
    - *c)* The most profitable use to which land can be put helps determine its price, and therefore scenic land and land accessible to highways and business districts is usually more expensive than other land.
    - *d)* How the land in a neighborhood is used (whether for parks, playgrounds, or buildings, and what type of buildings) is determined by both its price and the rules of the town (zoning and building codes).
2. To bring out that most small towns have stores and offices concentrated in a central business area. The stores are likely to be smaller and fewer than in larger towns because of the smaller number of customers.
3. To show that in most small towns factories are few and small and most of the people are producers of services for the surrounding rural area and their fellow townspeople. Therefore the prosperity of the town is directly affected by the well-being of the surrounding rural area, and by the ups and downs of what few factories the town may have.
4. To bring out that the main reason there are so few factories in small towns is the scarcity of skilled workers there.
5. To help the children discover that people in small towns have less choice both as consumers (goods available) and as producers (types and number of jobs available) than people in larger cities.
6. To show that modern transportation, particularly the automobile, affects the livelihood of people in small towns because—
    - *a)* It enables them to work in nearby cities.
    - *b)* It enables farmers and small-town dwellers themselves to bypass the local stores and shop in larger cities.
7. To bring out that most small-town neighborhoods are relatively stable, and that what movement there is consists mainly of families moving in from farms, and of young people moving out to better job opportunities in larger towns or cities.
8. To help the children discover that people in small towns know their neighbors, may know most of the people in their town, and usually feel they have common interests.
9. To bring out that television, the newspapers, radio, mail-order catalogs, and other media have made the people of small towns better informed, both as producers and as consumers.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Why did Mr. Stokes say that the Adams Mill was the reason for Littleton? How was the mill important to the town?
2. Why did the mill have to close down?
3. What happened to the people who lost their jobs when the mill closed? What did the older people do? What did the younger people do?
4. Why did the people who stayed in Littleton like to live there?
5. In what way did the superhighway help the people of Littleton?

6. In what way did the superhighway hurt the people of Littleton?
7. What did the people of Littleton decide to do to help their town?
8. How did they let people from other towns know what a good place Littleton was to visit?

ACTIVITIES

1. To acquaint the children with a small-town neighborhood and some of its features, the teacher can have the class look at the picture "Small-Town Neighborhoods" on page 22 of the text. They can study the neighborhood in the foreground and locate some of its probable boundaries (the river, the town's main street, and the hilly countryside to the left). The class can discuss how such boundaries tend to discourage walking from one neighborhood to another.

   After discussing the Littleton residential neighborhood, the children can compare it with their own school neighborhood. Are the houses in their neighborhood similar to or different from those in Littleton? How are they alike or different? Do all of the children live within walking distance of their school, as do the children who live in Littleton? After the discussion the class can prepare a picture display entitled "How Our School Neighborhood Is Different from (or Is Like) Littleton's Neighborhood." Or the class might make a chart story on the same theme.

2. To give the children a bit of the feeling of a little mill town situated on a river, the teacher can read them the poem "Along the Busy River."

3. To help the children discover that in small-town neighborhoods most families live in single-family homes that they own, the teacher can again refer them to the picture of Littleton. The class can also go over the part of the recorded lesson in which people give their reasons for wanting to live in Littleton. Note that many of them mention their yards and homes. If the children live in a small town, the teacher can ask them if they live in single-family houses with yards and whether their families own or rent their homes. (The children may have to ask their parents for this information.) The class can prepare a pictorial display on the basis of the information. For example, if there are thirty children in the class, they can cut thirty houses out of colored paper, using red for rented houses and green for owner-occupied houses. The teacher should prepare a legend reading "Red=Rented; Green=Owned." The chart might be entitled "Our Homes—Owned or Rented."

4. To help the children discover that land and housing are less expensive in small towns than in cities and their suburbs, the teacher can collect real estate advertisements from newspapers of small towns (under 10,000 inhabitants) and compare them with similar advertisements from large metropolitan newspapers. If possible, the comparison should be made between communities in the same general area of the country to avoid distortion due to regional price differences. After seeing the price differences, the class can discuss how the greater supply of land and smaller demand for it in the small town make its price lower there.

5. To demonstrate that the most profitable use of land helps determine its price, and that land near highways and business districts is usually more expensive, the teacher can pose the following problem: One child can take the part of a businessman who wants to build two hamburger stands. He finds two lots. One is in a busy neighborhood where many people pass and where he may be able to sell as many as 500 hamburgers a day. The other lot is in a quiet neighborhood where few people pass and where he can sell only 100 hamburgers a day. The class should decide which lot the businessman would be willing to pay a higher price for, and why.

6. To help the children understand that the way land is used is determined by its price and by the rules of the town (zoning and building codes), the teacher can have the class turn again to the picture of Littleton on page 22 of the text. As the children study the picture, the teacher might ask, "Are the homes and stores mixed?" (No.) "What could be the reason that the stores are all together?" The discussion will bring out that people like to shop where the stores are near each other, so that they can compare prices and buy many different things

at one time. Then, turning the question around, the teacher can ask why there are no houses where the stores are. One reason is that the price of land in the store area is higher because the businessman is willing to pay a higher price to be where many people are passing. Homeowners, on the other hand, would not be willing to pay a higher price to be in the busy, noisy store district. They prefer quiet streets. Besides, if they buy where land is cheaper, they can afford to have bigger yards.

The discussion should also touch upon how zoning rules help determine the location of stores and houses.

7. To reinforce Activity 6, the class can invite a zoning officer to come and explain a zoning map. The class can also ask a downtown store owner to come and talk about the importance of having his business near other stores.

8. To demonstrate the relation between land use and land price, the children can again refer to the picture of Littleton on page 22 of the text. The class can estimate how many families live on a block in Littleton. Children living in a big city can compare this number with the number who live in their own block. (Children in a small town can base this estimate on the picture "Big-City Neighborhoods" on page 32 of the text.) The children will discover that more people live in a big-city block than in a small-town block. They may also discover that houses in big cities are taller than in small towns because city land is more expensive.

9. The children can study the picture of Littleton on page 22 of the text to discover that the stores are few and small. They can discuss why this would be so. (Only a small number of customers would come from the town or from surrounding farms.) If the children live in a small town, they can take a walk to the downtown business area. This should help them discover that their own town is not much different.

10. To bring out that in a very small town most stores are centrally located, the teacher can have the children recall a town in a western movie they have seen. Most of them will be able to visualize the main street of such a town. The children can speculate on the reasons for the concentration of stores. (Store owners like to be where the greatest traffic is. The center of a small town is convenient to all parts of town.)

    The children can also look in magazines for pictures that show the downtown areas of small towns. After discussing what the pictures illustrate about the concentration of stores, the class can use the pictures for a display called "The Downtown Center in a Small Town."

11. The children might study the picture of Littleton on page 22 to discover that there are no factories in the town. To find out the reasons for the lack, the teacher can review the factors needed for industries: raw materials, skilled labor (factory workers, office employees, engineers), savings for building and equipping factories, water, and electricity. The picture should help the children discover that many of the factors do not exist in Littleton.

12. To reinforce Activity 11, the teacher can read the story "Bittyburg" to the class. The story demonstrates how difficult it is for a small town to grow without resources. The problems of bringing a factory to Bittyburg outweighed the possible benefits, especially since the factory owner would have imported his own labor supply. The following activities can be based on the story.

    a) The children can act out the story, with one child as the narrator, another as the mayor, and a third as the businessman. The rest of the class can be the city council.

    b) The teacher can lead a discussion on what Bittyburg would have to do if it really wanted to grow. The children can draw some of the things needed—waterworks, roads, schools—and prepare a picture display called "What Bittyburg Needed."

    c) If the children live in a small town, the story might help them discover what limitations there might be on the growth of their own town. If the town's structure is similar to Bittyburg's, the children can write compositions on "Why Our Town Is Small." They can also discuss what else Bittyburg could have done, and what their own small town is doing to encourage growth.

13. To help the children understand that most small towns are largely dependent on one or two industries and that not every small town is suitable for some industries, the teacher can read the story "A Spaceship for Larry" to the class. The children

should notice that Pleasantville, like Bittyburg, was a small town that wanted to attract new industry; but Pleasantville managed to find the right kind of factory for its resources. After the story has been read, the class can discuss the following questions: What may have been the reasons for the shoe factory closing? (Outdated machinery, inability to meet competition in price and design.) What did Pleasantville do to attract new industry? Why did the paper factory and the cosmetics factory decide not to locate in Pleasantville? Why did the electronics plant decide to locate there? Will Larry have more opportunities in Pleasantville than Billy ("Billy Grows Up" on page 26 of the text) had in Spring Hill?

14. To show what can happen to the people's livelihood in a small town, the teacher can review the story of Caleb Adams' cloth mill. He can explain that the whole town depended on the prosperity of the mill; unfortunately, newer mills in other places produced a greater variety of goods at lower prices and got Caleb Adams' customers. All the people in Littleton became poorer when the mill had to close. To reinforce the important points, the class can prepare a picture series called "The Story of the Adams Mill," with the following captions:

    a) Caleb Adams built his mill by the river.

    b) People came to Littleton to work in the mill.

    c) As more customers bought Adams cloth, more workers got jobs in Littleton.

    d) More stores and offices opened, and more builders got work in Littleton.

    e) But mills in other places began to use new machines and make new kinds of cloth at lower prices.

    f) Caleb Adams did not change his factory.

    g) He lost customers, and fewer people worked in his mill.

    h) Many stores and offices had to close, and many builders lost their jobs.

    i) The Adams mill closed.

    j) Littleton became a smaller town.

    Before the children draw the pictures, the teacher can discuss the captions with them and raise questions such as these: Why did Adams build his mill by the river? Why did the mill attract people to Littleton? When more workers came, why did more stores open? How could Adams have saved his mill? What made Littleton become smaller after the mill closed?

15. If the children live in a small town that has been affected by the closing of an old factory or the opening of a new one, they might tell stories of how such changes have affected the lives of families in their neighborhoods.

16. If they live in a rural small town, the following activities can help them discover how the livelihood of the stores, and thus of the whole town, is affected by the well-being of the surrounding farms.

    a) The class can watch downtown traffic on the day of the week when farmers come to shop, and compare this with traffic on other days.

    b) The children can visit the local grain store or agricultural implement dealer to see some of the things only farmers purchase and to ask how important the farmer is to the community.

    c) The class can invite the county agent to visit and explain how the farm and the small town depend on each other.

17. To demonstrate how the economic well-being of a small town depends on the farmers' trading in the local stores, offices, banks, and the like, the children can play the following game: Some children who represent farmers can go to stores to buy food, feed grains, clothing, and so on. One farmer goes to the dentist. Another goes to a farm machinery store to buy a tractor. Some farmers take their savings to the bank. Then the teacher asks how the money spent or saved by the farmers helps all the people in the town. The grocer says that he uses part of his income to pay his employees. His employees say that they shop in their town's stores. The banker tells how, after the farmers bank their savings, the bank has more money to lend to townspeople for building houses, stores, or shops.

    The teacher may discuss the opposite trend—what would happen if the farmers had poor crops and therefore little money to spend or save in the town.

18. To understand how children's choices in jobs change as they grow up and their knowledge of the world increases, the children can read the story "Billy Grows Up" on page 26 of the text. A parent who was born in a very small town can be invited to come and tell the class how his choices increased as he found out more about the world. A high school student might tell the class how his choice of occupation has changed from time to time as he learned about different kinds of jobs.

19. To help the children understand the problems that faced immigrants who came to America to found small settlements, and how neighborliness helped them solve some of these problems, the teacher can read the story "Annie's Wooden Shoe" to the class (first reading aloud the introduction, "Holland in America"). Afterward the class should discuss how Peter's warm welcome made Annie feel more at home in her new surroundings, and how his family helped hers to get settled.

    The class should also discuss such questions as these: Was food scarce? Was clothing scarce? What kinds of jobs were there? (Only farming or small handicrafts.) How did they exchange goods? (By trading.) How could they earn a money income? (Only by working in better-established communities outside their own settlement.)

20. To demonstrate that people who live in a small-town neighborhood have less choice of jobs or commodities than people in a city neighborhood, the teacher may show the class both a big-city and a small-town newspaper and compare their sections advertising sales and job opportunities. The children will note that people who live in big-city neighborhoods have a far greater choice as both producers and consumers.

    If they are available, the teacher can also compare the yellow pages of a big-city classified telephone directory with the yellow pages of a small-town directory. Again the difference in the number and types of industries in which one can find employment and in the variety of shops and stores where one can make purchases should be immediately apparent to the children.

21. To help the children discover the narrow range of occupations people in small towns can choose from, the class can set up a "Jobs Wanted" bulletin board. The teacher can ask the children to pretend that they are grownups seeking jobs. The children should write job-wanted ads and post them on the bulletin board. Then the class can consult the picture on page 22 of the text and consider whether the jobs wanted could be found in Littleton or whether training for them would be available there. The lack of factories, large offices, and institutions of higher learning indicates that relatively few jobs and educational opportunities would be available there, and that one would have to look for these jobs or training somewhere else.

22. To show how the development of transportation can have both good and bad effects on a small town, the teacher can review the part of the recorded lesson that deals with the superhighway outside Littleton. The class can discuss the relative merits (workers able to earn income outside town but spending it in town) and drawbacks (business bypassing the small town) of good transportation. The class should see that transportation enables the people of a small town to have more choice as producers and consumers, but that this choice may or may not benefit local business.

23. To reinforce Activity 22, children living in a small town can ask their parents:

    a) What do you buy in the small town?

    b) Do you buy anything in a neighboring big town? If so, what kinds of things do you buy, and why?

    c) Do you use mail-order catalogs?

    The children can discuss why parents buy many things through mail-order catalogs or why they go to the big town or city to buy. The reasons would be lower prices and greater range of choice which they are aware of through advertising. The class discussion might bring out that competition between the many stores in the big towns results in lower prices, because stores want to attract customers from each other.

24. To help children who live in a small town discover the relative stability of a small-town neighborhood, the teacher can ask how many of them were born in their neighborhood. In all probability the class will discover that in their small town there are few or no newcomers. The children can prepare a

display entitled "Most of Us Were Born in This Neighborhood." The pictograms on the chart could be figures of little children, some of the symbols representing those born in the neighborhood and some representing those born outside the neighborhood.

25. To help children who do not live in a small town become aware of the relative stability of small-town neighborhoods, the teacher can explain that most families in small towns do not move within the town. The children can speculate on the reasons why this would be so. (Fewer choices of neighborhoods; fewer occupational reasons for moving.)

26. To help the children discover that how well people know their neighbors depends on the number involved, the length of time they remain neighbors, and how often they meet, the teacher can pose these questions:

    a) Would you get to know people better in a small or a large group?

    b) Would you get to know people better when they live nearby for a long time, or when they move often?

    c) Would you get to know people better when you see the same ones in a number of places or when you see different ones everywhere you go?

    As the children discuss these questions, the teacher can bring out that the size and relative stability of a small town make it fairly easy for people to know each other well.

27. To understand life in a small-town neighborhood, the children can study "Let's Take a Trip" on page 24 of the text. There they will see the aerial view of a small town and its surrounding neighborhood. If the children are advanced enough in map reading, the teacher might show the children where this town (Templeton, Iowa) is on a large map of the United States, using arrows to indicate its location in relation to where the children live.

    The teacher can ask the children to cover all the pictures except the first with a sheet of paper. The class can discuss the following points:

    a) Is Templeton a big or a little town?

    b) Could you walk from any home to the school, church, or stores?

    c) Is there more than one neighborhood in town?

    d) What do you see surrounding the town?

    e) How many families do you think live in each house? Do you think there would be any apartment houses in Templeton? Why do you think there is no need for big, tall buildings or apartment houses?

    f) How do you think most people earn their incomes around Templeton? (Producing corn or else producing services for farmers.)

    g) Why do you think Templeton has no factories? (Not enough workers and savings; no river; no good transportation to market.)

    h) Do you think the stores in Templeton are big or small? Why?

    i) Do you think there are many or just a few stores in the town?

    j) How do the children get to school?

    After the questions have been discussed, the children can remove the paper that covered the other pictures and compare their conclusions with the photographs.

28. The class can make a series of dioramas, or miniature scenes, of a small town. The stage for each scene can be a shoe box with its open side facing the viewer. The back of the box can be colored to represent the farmland that surrounds the town. Houses, figures, trees, and other scenery can be made from cardboard, papier-mâché, or modeling clay and placed in the box to form the scene.

29. As a review of the lesson, the class can read "What Did We Learn?" on page 29 of the text. After each statement is read—by the teacher, individual children, or the class—the children can give examples that bear it out from the recorded lesson, activities done in class, or their own experience. The teacher can also discuss the pictures accompanying the statements to make the meaning clearer to the children.

30. The following activities can be completed in the Activity Book.

a) 2A: "Would You See This in a Small Town?" The children should recognize features of a small town that are small versions of features of big cities. They should also recognize that some facilities—skyscrapers, for example—are not practical for small towns. Discussion should bring out the reasons for differences in patterns of land use.

b) 2B: "A Big City and a Small Town." The children should be able to indicate where each statement would apply. After completing the activity, the class can discuss the reasons that the big city and the small town differ in their characteristics.

c) 2C: "How Does Billy Get to School?" The children should study the picture carefully before answering each question. Some students may find it necessary to first trace Billy's path in pencil on the picture before answering the questions. The teacher could call on students to carefully describe Billy's route in words. The class is then asked which shows more clearly Billy's route—the picture or words.

d) 2D: "Finding Places on the Map." The children should study the bird's-eye view of a small-town neighborhood. With the help of the teacher, they should identify the seven numbered places. Then they should study the map of the same neighborhood, identifying the same seven places on it. If the children show real skill, the class may continue to discover and transfer other places such as the river, the large bridge, and other houses.

After the exercise the children should identify at least two boundaries of the neighborhood, explaining why such things as railroads, rivers, and busy streets are boundaries.

e) 2E: "Which Way Do You Go?" The children should study the map to review the cardinal directions. Then they should pretend that they live at the corner of First Street and Pine Avenue (the house is marked). The teacher should direct the children to go from this house to such places as the railroad station, the school, and friends' homes. The children should mark their routes. Then they should review their route, describing the routes by cardinal directions and street names.

STORIES, POEMS, SONGS

Bittyburg

by Jeanne Stoner

Bittyburg was a very, very small town. Most of the people who lived there didn't really mind. In fact, a lot of them said that they liked Bittyburg just because it was so small and quiet. But not everybody felt that way. The mayor and the men on the town council thought that Bittyburg should be a much larger place. The mayor said that life in Bittyburg would be much, much better if the town just had a factory.

"Why, look!" he said. "If we had a factory, more people could work. And then more people would have money to spend in the stores, and the government would have more taxes to spend. Why, with a factory," the mayor said with a dreamy look, "Bittyburg would soon be a great big place."

The men on the town council listened to what the mayor had to say, and they agreed that it would be a wonderful thing for Bittyburg to have a factory. "Why shouldn't we have one?" they asked. "Other towns do! A factory would mean progress. And we're all for progress."

So the mayor and the men on the town council worked out a plan. They wrote to Mr. Fast, a businessman who was looking for a place to build a factory. And they told him all the reasons why he should build in Bittyburg.

"Dear Mr. Fast," the letter began, "we have some good news for you. We have heard that you want to build a new factory. We think that Bittyburg would be the perfect place. We have lots of land at a very low price. And we have lots of people who could work in your factory. They have all lived here a long time and would make good steady workers. And just to show you how friendly Bittyburg will be to your factory, we will lower your taxes for three whole years! We think Bittyburg will be good for your factory, and your factory will be good for Bittyburg."

Mr. Fast smiled when he read the letter. If all the things it said were true, Bittyburg might be just the place to build his factory. He packed his bag and flew right off to Bittyburg.

Of course, he couldn't fly straight to Bittyburg. The airport was a long way away near a big city. When Mr. Fast got there, he asked about trains running to Bittyburg, but he found out that the railroad didn't go to Bittyburg. So he rented a car and drove. It took him a long time to get there, because Bittyburg wasn't on the main highway.

When Mr. Fast did get to Bittyburg, he looked the town over for two whole days. He liked what he saw. He told the mayor and the town council, "It's certainly a nice town and the weather is just fine. And I've found the land I need at a very low price."

The mayor and the men on the town council jumped with glee. Bittyburg would have its factory!

"Of course," said Mr. Fast, "there are a few things that will have to be done, and we had better get going on them right away."

"What in the world has to be done?" cried the mayor.

"My goodness!" said Mr. Fast. "You certainly must see that there will have to be some changes made before I can build my factory. Your waterworks is only big enough for Bittyburg as it is. My factory needs water to cool its machines, and water to wash its materials, and for all sorts of things. Why, my factory alone would use almost as much water as the whole town of Bittyburg does now."

The mayor frowned. All the men on the town council frowned. "Well," said the mayor, "we might be able to build a bigger waterworks, but it will cost the town a lot of money."

"Fine," said Mr. Fast. "Now, about your roads. I noticed that you can only get to Bittyburg by road. And you're not even on the main highway. I'll have to have bigger and better roads for my trucks to bring in materials and take away our products."

The mayor looked at the men on the town council and they looked back at the mayor. "New roads!" cried one of the men on the council. "Where would we get the money for that as well as a waterworks? We would have to raise taxes!"

But Mr. Fast went right on. "And you will probably have to have more schools, too. The workers who come to work in my factory will have children and they'll want good schools."

"But we thought our own Bittyburg people would work for you. We have enough schools for their children now," said the mayor.

"Oh no!" said Mr. Fast, shaking his head. "The people here in Bittyburg are good steady workers and some of them could work in my factory, but I'll need many specialists with lots of training. I'll have to bring people from the city, where there are many specialists with many skills. In fact the more we talk, the more I wonder if building in Bittyburg wouldn't be a mistake."

The mayor and the council looked very sad. Then the mayor said, "It seemed like such a good idea. But a new waterworks, new roads, new schools, new people are just too much for Bittyburg to handle. And there would be too many trucks in the streets and people we didn't know! Maybe Bittyburg should stay just as it is."

"Yes," said the councilmen all together.

"I guess you're right," said Mr. Fast, and bid them goodbye.

And so Bittyburg stayed just as it was. It was small, but the people were happy.

A Spaceship for Larry

by Bettina Smith

Larry was awakened by a ray of summer sun that found its way into his bedroom and rested on his face. He blinked and stretched his arms.

What a good day to work on my spaceship! he thought, in a sleepy sort of way.

Larry was building a spaceship in the backyard. It was not like those at Cape Kennedy, but it was still a fine one. It had a bright red nose, and silvery-painted sides, and a cabin for the crew. Larry had built a few rockets, but the spaceship was the biggest and best thing he had ever made.

Fully awake now, he jumped out of bed, dressed, and ran down the stairs. He streaked past the kitchen, with its strong, sweet smell of bacon, and went outside.

"Larry," called his mother from her post at the stove. "Breakfast comes first."

"Gee, Mom," he said, coming back into the house more slowly than he had left it, "it's going to be the greatest spaceship. It's going to have seats for the crew, and a big instrument panel, and—"

Dad held up his hand. "Stop talking for a minute, Son. Your mother and I have something to tell you."

Larry was puzzled. He noticed that Dad looked very serious, and Mom looked sad. Larry sat down.

"Larry, we might have to move away from Pleasantville," said Mom. "You know, ever since the shoe factory closed, Daddy has looked and looked for a good job near home. He hasn't been able to find anything because there just isn't enough to do here. There's a big factory in Boston where Daddy can get a very good job."

Larry could not believe his ears. Leave Pleasantville! He got up and went to the window. The New England autumn had turned the leaves crimson and flaming yellow. Larry knew that soon the snow would come, and the fields and mountains would look soft and white. Now, however, the sun was warm and the birds were singing. The colors were so beautiful they made his eyes ache. Larry looked at Mom and Dad.

"Why would anyone want to leave Pleasantville?" he asked.

"Well, Honey," his mother answered, "lots of people are moving away so they can get better jobs. Pleasantville is just too small. It's getting smaller and smaller all the time."

Maybe, Larry thought, Pleasantville would keep getting smaller until it disappeared completely one day. He felt very sad. He started toward the door, his head down and his hands in his pockets.

"Wait a minute, Son." Dad put a hand on Larry's shoulder. "We only said we might move. We're not giving up yet. The mayor has formed the Pleasantville Development Committee to try and get a new factory for Pleasantville. The committee has put advertisements in some big-city newspapers. We hope to bring some factory owners here to look at our town.

"One man has already answered our advertisement. His name is Mr. Bogg, and he is coming to town today. Mr. Bogg has a big company that makes paper. The committee is going to talk to him this afternoon. Maybe we'll have a paper factory in Pleasantville, and our town will start to grow again. We did want you to understand, though, just in case we do have to move."

Larry felt much better. He ran off to school. On the way he remembered that Mr. Barton, the science teacher, had promised to show him a plan of a real spaceship. Larry forgot all about moving from Pleasantville.

After school he went right to the backyard to work on his spaceship. His talk with Mr. Barton had given him lots of good ideas. He got so interested in making a special shield to protect the crew from high temperatures that he didn't hear Mom call him to dinner.

"Larry, get in here and sit down, or no supper!" shouted Dad.

Larry jumped. "But Dad, I—" he began.

"Just eat your dinner, Larry," said Mom, quietly.

Larry was quiet. Nobody said anything as the family ate dinner. As they started eating their chocolate pudding, Mom finally ended the silence.

"What happened at the meeting today, Paul?"

"Mr. Bogg came to look at the old shoe factory buildings. The advertisement we put in the big-city newspapers told about the empty factory building. We thought someone might want to use it. When Mr. Bogg looked at the building, he decided it was too old and too small. We told him there was plenty of space to build a new factory. He said that he would rather look in other towns for an empty building the right size. So I guess Pleasantville won't get a paper factory. We'll have to think seriously about moving."

Larry was so unhappy to hear this that he couldn't finish his chocolate pudding, his favorite dessert. He went upstairs and lay down. Soon he was sound asleep.

He was very quiet for a few days. He couldn't forget that soon he might have to move away from Pleasantville.

One day, at school, Larry's friend Jim told him that another factory owner was coming to Pleasantville. Jim said the man owned a cosmetics company. Jim didn't know what a cosmetics company was, but he did know that all the fathers were going to meet with the man that night.

Larry ran all the way home after school. Maybe they wouldn't have to move after all!

As soon as Dad came in the door, Larry ran up to him. "Dad, what is a cosmetics company? Are you going to the meeting tonight?"

"How'd you hear about that, Son? Yes, I'm going to talk to Mr. Sharp tonight. Perfume, and lipstick, and other things for women are made in a cosmetics factory, Larry."

Larry was a little disappointed. A cosmetics factory. But he told his father, "I hope the man wants to bring his factory here!" Then he ran outside to work on his spaceship.

That night, after Dad had left for the meeting, Larry lay in bed thinking. Mr. Sharp would certainly see what a wonderful town Pleasantville was. Soon they would have a factory in Pleasantville. The whole town might smell like perfume, but Dad would have a good job, and Larry wouldn't have to move.

The next morning Larry ran down to the kitchen as soon as he awakened. He didn't even look out the window at his spaceship. He looked at his dad's face. He saw that the news was bad. Dad looked cross again.

"Dad?" asked Larry.

"Hmmm," said Dad into his coffee cup.

"Aren't we getting the company that makes perfume?"

"Well, Larry, we just didn't see eye to eye with Mr. Sharp. We told him that this was a fine place for his company. We showed him our good school and told him we had lots of good workers. Mr. Sharp liked our town, but he said that Pleasantville wasn't in quite the right spot. He has just about decided to put his company in a bigger town where it will be closer to customers and good transportation."

"Does that mean we will have to move?"

Dad frowned. "It looks that way, Larry."

Larry was afraid to say anything. He wasn't sure he could hold back the tears. He got up slowly and left for school. As he walked through the cool autumn air, he looked up at the tall oaks with their red and brown leaves.

Why doesn't anyone want to come to such a beautiful town? he wondered.

The next day was Saturday. After breakfast Larry and Dad went to the hardware store to buy a can of silver paint. Larry wanted to put one more coat of paint on the spaceship. Then it would be finished, and he could enjoy it in the backyard for a few days before he moved to the city.

As he and his father walked toward the store, Larry tried to be cheerful. He knew Mom and Dad hated to leave as much as he did. As they walked, Larry chattered away about the most cheerful subject he could think of.

"Mr. Barton says an astronaut can steer his spaceship in orbit by using a control stick, like in an airplane, and . . ."

"Mmmm," said Dad, every once in a while. Then he said, "Quiet, Larry. Here we are."

Just as they were about to enter the store, a stranger got out of a nearby car and walked up to them.

"Excuse me, do you live in this town?" he asked.

"Yes. May I help you?" asked Dad.

"I'm Mr. Long," said the man, "and I'm looking for the Pleasantville Development Committee. I read your advertisement in my newspaper. I'm here to see if this town is the right place to build a factory."

"I'm afraid this town probably doesn't have what you need for your company," said Dad. "The shoe factory building is probably too old."

"Oh, we want to build a new factory," said Mr. Long.

"Well, then you will probably decide that the location isn't quite right."

Mr. Long laughed. "Don't sound so sad. We've been looking around this area for some time. We know that the location is right. What we want is a pleasant town with beautiful countryside, a good school, and at least one university nearby. We need lots of space for buildings and parking. And, of course, we need lots of good workers."

Larry's eyes opened wide. "Pleasantville has all of those things!" he said.

"Quiet, Larry," said Dad. "Just what kind of factory is this that you want to build, Mr. Long?"

"An electronics factory," Mr. Long answered.

"Electronics! Wow!" shouted Larry. "That's what keeps track of the spaceship when it's in orbit!"

"Well, well, young man. You certainly seem to know a lot about electronics and spacecraft," said Mr. Long. "Maybe someday we can find you a job on our space project."

Dad looked at Larry. First he looked surprised. Then he looked proud. Larry's eyes grew bigger. "Gosh, a spaceship factory!"

"Well, Larry," said Mr. Long, "our electronics factory makes things that go inside the spaceship. One thing we make is tiny transistor radios. They take just a small amount of space. That's why they are so good for use in spaceships, which have to make the best use of space."

"Sounds interesting," said Dad. "You say that our town looks good for your company?"

"So far, yes. Your town has room to grow in. We need lots of space for buildings and parking. We will be bringing some scientists and engineers along with us. They want to move to a pretty town, with good schools and room to build homes. We want to be near a university, so that our people can discuss ideas with other scientists and engineers. You have good workers looking for jobs in Pleasantville, and we have jobs to offer them. Pleasantville seems to have exactly what we want!"

"We'd love to have your company here," said Larry.

Dad smiled at Larry. "Tonight, Son," he said, "I hope we can have a talk about electronics and spaceships. Right now, I'm going to take Mr. Long to meet the other committee members. I think they will like his idea. We'll have new people in town, and there will be work for me and others already living here too. Why don't you go home and tell your mother I'll be late for dinner."

Dad and Mr. Long went to the development committee meeting, and Larry ran home, happy. That night he dreamed that he was building parts for use in a spaceship in Mr. Long's electronics factory.

Maybe his dream will come true.

Holland in America

by Marian Schoolland

Every May, the people of Holland, Michigan, have a Tulip Festival. Then this little city near Lake Michigan looks like a Dutch town. Tulips bloom along the streets and in the parks and gardens. Thousands of visitors come to Holland to join in the celebration.

On the first day of the festival the people of Holland scrub the streets. Visitors watch from the curb when the men come with their pails of water. The men wear big wide breeches, short jackets, and little black caps—and, of course, wooden shoes. The pails of water hang from wooden yokes that rest on the men's shoulders. Women follow, to do the scrubbing with brooms. They wear colorful wide skirts, tight jackets, and white caps—and, of course, wooden shoes. The water is poured out, and the brooms swish until the street is clean.

A klompen dance is next. Men, women, and children, all in Dutch costumes, circle and turn with fancy steps. Their klompen (wooden shoes) click-clack on the clean pavement.

For three days the people of Holland celebrate their past. The Tulip Festival is really a time for remembering how the city was started.

A little more than a hundred years ago this part of Michigan was nothing but deep forest. There were no cities, no roads, no factories and stores, no farms to provide food. A group of Dutchmen came to this wild country to make their home. These people wanted to leave the Netherlands because they were not free to worship God in their own way there. Besides, times were hard and there were not enough jobs. So they planned to build a city of their own in the New World.

The Reverend Mr. Van Raalte, their dominie, went ahead. He traveled into forests, through swamps and valleys. At last he chose this spot for their new home. It would be hard work to clear the forest, but the people could use the logs for building their houses and for firewood. Besides, the barrelmakers and carpenters in the group would have plenty of wood to use. After the trees were cut down, the people could use the land for farming and for raising cattle. There were rivers and a big lake nearby, so that later they would be able to ship goods and farm products to other cities. Mr. Van Raalte explained all of this to the people. "With God's blessing," he said, "we will build a beautiful city, a little Holland in America."

And so the people came. They came from all parts of the Netherlands to make a new home. This story is about some of these people who first came to Holland, Michigan.

Annie's Wooden Shoe

by Marian Schoolland

The big, flat-bottomed boat moved through the water with a soft swish. The boat was carrying Annie Van Dorp and her parents to their new home, and all of them looked eagerly at the nearby shore. Annie's father asked the boatman, "How far is the city of Holland from our landing place?"

The man smiled and there was a twinkle in his eyes. "Just up the path a little way," he said. "And it is quite a city!"

Several people were coming down the path to meet the boat. Suddenly Annie cried out, "Look, there's Peter! And his mother!"

Peter Visser was her playmate who had left the Netherlands a year before. Peter saw her, too. They waved and shouted at each other.

As soon as the boat stopped moving, Annie's father lifted her to the ground and she ran to Peter. It was so good to see him! Then Peter's mother was hugging her tight and saying, "Oh, Annie, Annie, I'm so happy to see you!"

Peter caught hold of Annie's hand. "Come on, I'll show you our house," he said. They ran up the path until they came to a small cabin made of rough logs.

"Is *this* your house?" Annie asked.

"Yes," Peter said proudly.

"But—but I thought you lived in the city."

"This *is* the city," Peter said. "There are fifteen houses already. This is going to be a real city someday."

Peter opened the door to the one-room cabin. Annie saw a fireplace, a table made of rough boards, and a few stools. A kettle over the fire was steaming and bubbling.

Soon the older people came. They drank cups of coffee and talked and talked. After a while Peter said to Annie, "Let's go visit Mr. Klomp. All the other men are out cutting down trees and getting the land ready for seed. But Mr. Klomp makes wooden shoes, just like he did at home. Do you see the ones I'm wearing? Mr. Klomp made them."

Annie looked at her own wooden shoes. "Maybe Mr. Klomp will make a pair for me when these are too small."

Mr. Klomp was working in front of his cabin. Peter and Annie watched him carve a shoe while they talked to him.

"Mother paid for my shoes by knitting him a pair of stockings," Peter explained. "And some other people pay him with eggs or firewood or other things, don't they, Mr. Klomp?"

Mr. Klomp nodded and smiled. "I make wooden shoes for some of the American farmers, too," he said, "and they pay with money. That is fine!"

After a while Peter's father came down the path with Annie's father. "Come along, children," he said. "I'm going to show Mr. Van Dorp the clearing."

They reached a place where many trees had been cut down. The earth between the big stumps was rich and brown.

Mr. Van Dorp looked pleased. "You say this is all yours?"

Peter's father nodded. "It feels good to own some land. Five acres, with a creek running through."

"But how could you afford to buy it? You had hardly enough to pay for your passage to America!"

"Our good dominie went into debt to buy all this land," said Mr. Visser. "He sells it to us, and we need only give a written promise to pay. It means hard work, of course; but I already have corn in the ground. And I hope to buy a little pig this summer."

"And Mother has a hen setting on eggs," Peter added. "An American gave her the hen!"

Peter's father nodded. "Dominie has it all thought out—how we can help build the city and how we can make a living. Some men are already selling shingles and barrel staves. They take these to Grand Haven by boat. So you see, the trees are our living until we get our farms going. The city is growing fast. There will be plenty of work for a carpenter like you, Mr. Van Dorp."

Peter tugged at Annie's dress. "Let's go to the creek."

They ran to the edge of the clearing where a creek crossed a corner of the field and disappeared into the woods beyond.

"Remember how we used to float our wooden shoes in the canal at home?" Peter asked. "Here we can float them in the creek."

He took off one shoe and set it in the water. Peter followed on shore as the shoe bobbed along.

"You have to catch it before it gets to the woods; otherwise it will be lost." He snatched it out of the water just in time.

Annie took off one of her shoes and floated it on the water. Just then Mr. Visser called, "Children, Mr. Van Dorp and I are going back now. Do not stay here too long."

The children waved goodbye and promised to go home soon. Then Annie turned back to the creek.

"Peter!" she screamed. "My shoe!" She ran to catch her shoe, but the swift water had already carried it into the woods. Peter chased after the shoe too, but a thick tangle of vines and branches blocked his way.

Annie sat down and started to cry. "My shoe is gone and my stocking is all dirty—and I don't like this wild new country."

Peter did not know what to do. At last he said, "Let's go home."

When they got to the cabin, Annie ran to her mother and told her the story. "Oh, Annie," her mother said, "you've already lost your shoe!"

"Don't worry," said Peter's mother. "Maybe someone will find the shoe and bring it to church on Sunday. And Peter has an old pair that will fit her."

"But we cannot buy shoes every day," Mrs. Van Dorp scolded. "You must be more careful, Annie!"

Dinner was ready—hot corn porridge and crisp salt pork. Mr. Visser gave thanks for the safe arrival of Annie and her parents, and all began to eat.

Suddenly the door opened. Peter shouted, "Janna!" as a tall girl came in and ran to Mrs. Visser.

"I was so homesick, Mother," Janna said.

"Wasn't your American lady good to you?" Mother asked.

"Oh, yes. She is very good to me. She paid me—look!" The girl dumped five silver dollars out of her handkerchief onto the table. "I am going back tomorrow. But she knew I was homesick. So when Farmer Jones stopped by she asked him to take me home just for one night. And she sent nice things."

Janna opened a bag and took out a loaf of bread, a spice cake, and a little jar of maple syrup.

Tears came to Mrs. Visser's eyes. "Our American neighbors are good to us," she told Mrs. Van Dorp. "You see, there isn't enough work here for our young people. Later, when the city grows and we have farms— But meanwhile there is work with the American farmers, and they pay well."

That night Annie slept on a straw mattress in the loft. As she drifted off to sleep she heard Mrs. Visser telling about the hard winter that was past, and how they had all helped each other.

In the morning Farmer Jones stopped his oxen and big wagon in front of the door. He told Janna that he had to go to the mill to have some corn ground. He would go there first and come back for her later, so that she could have a little more time at home. And he said that Peter and Annie could ride along to the mill.

Peter and Annie climbed happily up to sit beside Farmer Jones, and soon they were bumping along over the rough road. They almost bumped off the seat. When they came to the swamp there was a road of logs, but that was just as bumpy.

Peter told how all the men had worked to make the log road. It had been hard work, but now the grain carts did not get stuck in the mud. He told her about the mill, too. "It isn't a windmill like those in the old country. It's a water mill. The river turns a great big wheel that runs the machinery."

"The river?" Annie's eyes brightened. "Maybe my little shoe will be there."

Peter reminded her that the river was wide and swift. The shoe would have gone past the mill by now.

At last they came out of the woods. There was the mill, with its big wheel turning in the water. Farmer Jones stopped the oxen. He and Peter jumped down, but Annie stood on the seat and looked around. Then she pointed, and shouted, "There it is!"

Peter looked and, sure enough, there was a little shoe—not in the river but high on a big stone near the mill wheel.

Miller Rabbers laughed when he heard about the shoe. "I saw it floating down the river," he told Annie, "and fished it out." Then he reached up and gave the shoe to Annie.

Annie thanked him over and over as she hugged the little shoe.

On the way home, Peter and Annie sat on the bags of cornmeal.

"Isn't this fun?" Peter asked.

"Yes." Annie looked happy now as she patted her shoe. "I think I will like this new country after all."

Peter nodded. "Just wait," he said, "someday Holland will be a beautiful city."

Along the Busy River

by Katherine Keelor

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There is a little river
That runs through our town.
It is a stony river,
And the water rushes down.

Bridges cross the river,
And a road goes down one side.
Sometimes the road is narrow.
Sometimes it is wide.

Sometimes the river stops to rest
In a deep still pond,
Held by a wide stone dam,
Then it plunges on.

Whenever you see a dam
And a pond below the hill,
You'll find a great big factory
That people call a mill.

The water turns the wheels.
That makes the engines run.
You would never guess the power
As it sparkles in the sun.

Come, follow the little river
Way down to the sea.
Then we shall find
How busy it can be.

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Filmstrips

Life in a Small Town. 34 frames, silent w/captions, color, $6. Young America, 1956. Jack and Mary live in a small town where their father is a telegrapher at the railroad depot. They know everyone in town, and they see almost everyone daily.

Little Town, U.S.A. 41 frames, silent w/captions, color, $4. Eye Gate House, 1959. Shows a typical small town in the United States, with stores, schools, business streets, surrounding farmland, and nearby railroads.

People Who Help Little Town. 39 frames, silent w/captions, color, $4. Eye Gate House, 1959. Pictures how civic organizations such as the volunteer fire department and the chamber of commerce are formed and run in a small town.

Visiting a Village. 31 frames, silent w/captions, color, $4. Eye Gate House, 1954. Shows the buildings, stores, streets, and other facilities in a village. Uses Cooperstown, New York, as an example.

Visiting a Town. 29 frames, silent w/captions, color, $4. Eye Gate House, 1954. Shows scenes along the way on a trip to the country. Shows life on the farm and in the nearby town.

Workers and Activities in Little Town. 37 frames, silent w/captions, color, $4. Eye Gate House, 1959. Depicts work and entertainment in a small town.

LESSON 3: Big-City Neighborhoods

PURPOSE OF THE LESSON

1. To help the children discover that in big-city neighborhoods—
   - *a)* The price of land is higher than in small-town neighborhoods because more people want to buy the land.
   - *b)* The price of land is affected by its location and its possible uses. The use of land is influenced by its price and by the city's rules (zoning and building codes).
   - *c)* Where the price of land is high, buildings are usually tall or close together and are usually occupied by people who rent apartments or offices and stores.
   - *d)* Land use is often highly mixed, with houses, multiple dwellings, stores, offices, parks, and even factories existing in the same neighborhood.
2. To bring out that the economic health of the city as a whole affects the individual neighborhood.
3. To help the children discover that big-city neighborhoods may vary greatly because of differences in the age, upkeep, size, design, and ownership of buildings.
4. To help the children understand that big-city neighborhoods often differ from each other because one may be occupied by people of one income, race, or national background, while another is occupied by people of a different income or race or national background. However, in many big-city neighborhoods the reverse is true: there is a mixture of people of various incomes, races, and national origins.
5. To show that as families change in size and income, they move to other cities or to other neighborhoods within the city.
6. To help the children understand that since there is great mobility and density of population in a big-city neighborhood, neighbors must make a deliberate effort to discover common interests and to improve their neighborhood.
7. To help the children see that since people often find work, recreation, and friends outside their own neighborhood, people in big cities are less dependent on their neighbors.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Are all the neighborhoods in a big city alike?
2. In what ways are big-city neighborhoods different from each other? (Some are busy; some are quiet; some have new houses; some have old houses; some have tall buildings; some have low buildings. The people of some neighborhoods may have come from different parts of the world, and may have different incomes.)
3. Why are there so many tall buildings in some big-city neighborhoods?
4. What do we call these tall buildings?
5. What are the different ways that people in a big city use to travel from one neighborhood to another?
6. What was the neighborhood like where Mr. and Mrs. Tate found a place to live? Why did they choose the house they bought? Why was the price of the house low? (The house needed much repair. Most people with higher incomes would choose new neighborhoods or old ones with houses in good repair.)
7. What worried Mr. and Mrs. Tate? (The street was full of trash and they did not know what to do about it by themselves.)
8. Why did the people of the neighborhood decide to work together to improve it? (They found that they all had some

common interests, and that they could do many things to improve the neighborhood.)

9. Could the neighbors solve all their problems by themselves? Why not?

ACTIVITIES

1. To help the children discover the characteristics of a big-city neighborhood, the class can study the picture "Big-City Neighborhoods" on page 32 of the text. They should discover that—

   a) Buildings are tall and close together.

   b) The street is narrow.

   c) There is much traffic.

   d) People have many ways of going from one place to another: on foot or by car, bus, elevated train, helicopter, and so forth.

   e) People of different ages, races, and national origins may live together in a neighborhood.

   f) There are many small stores.

   g) There is little room for people to get physical exercise.

   The children can compare their school neighborhood with the one in the picture. The class as a whole might write a story about the differences and similarities in buildings, stores, people, transportation, and amount of open space.

2. To help the children discover how the number of buyers for city lots and the number of lots offered for sale affect the price, the class can play this game:

   Four desks at the front of the room represent four lots in a city block. The class pretends that three lots already have tall apartment houses on them. The fourth lot is vacant and is zoned for one building. This desk displays a sign, LOT FOR SALE. The child who plays the owner puts a price of $20,000 on his empty lot. Another child represents the only buyer. He offers the owner $15,000 for the lot. Since there are no other prospective buyers, the owner must decide whether to keep the lot or sell it for $15,000. The teacher should help the children discover that the fewer buyers there are for a lot, the lower the price will be. Then he should ask, "Don't you think that many people would like to buy this lot?" After the children have reasoned why there would be many buyers (good location, only open land left), the class can play another game with the same setup.

   Ten children represent buyers. The maximum amount each buyer is willing to pay is written on a slip of paper that the teacher hands to each child. The first slip says $20,000, the second $21,000, and so on through $29,000. Since there are ten prospective buyers, the owner of the lot holds an auction:

   "Who is willing to pay $20,000 for this lot?" The owner recognizes a buyer who raises his hand. Then he calls out "$20,000 once, $20,000 twice, $20,000 . . ." Before he can say "three," another child should offer $21,000. Again the owner counts out, "$21,000 once, $21,000 twice, $21,000 . . ." Another child offers $22,000. The auction continues until no one offers a higher price, and the land goes to the highest bidder. (No child should bid more than the amount listed on his paper.) The child who purchases the lot can take possession by putting a SOLD sign on the desk.

   To help the children discover how the number of lots offered for sale affects the price, the game can be repeated with the following changes:

   SITUATION ONE: There is one lot and one eager buyer. The buyer will have little choice but to buy the piece of land for the price asked.

   SITUATION TWO: There are many lots, side by side, for sale. There is only one buyer. Each seller is eager to sell his land to the buyer. They start to compete with each other. The seller who offers his lot at the lowest price will sell his lot.

3. To help the children discover that the price of land helps decide how it is used, the class can study the picture "Big-City Neighborhoods" on page 32 of the text. They will see that the buildings are high; that there is not enough play space; that the street is narrow. These are all indications that many people want to live in a small area, and that many businessmen want to have their offices and stores within the same

area. If many buyers want the same land, it will go to the one who will pay the highest price. At this point the teacher can ask the class: What type of building should the owner build on this land to earn a good income—a small home or a large apartment building? (Since the land costs so much, the owner must get a large income from its use. He can do this by building an apartment building and renting to many families.) Since many people have paid a high price for land to build on, little land is left for parks, play space, and parking areas.

4. To suggest the closed-in quality of some big-city neighborhoods, the teacher can read the poem "City Child" to the class. Afterward the class should discuss the characteristics of the city and the country, as described in the poem. These can be listed in two columns, labeled "City" and "Country," on a large chart.

   Or half of the class might draw or paint pictures showing city characteristics while the other half draws country characteristics. The pictures can be assembled in an exhibit labeled:

   CHILDREN LIVE
   IN THE COUNTRY IN THE CITY

5. To demonstrate the importance of public transportation in a big city, the children can prepare an exhibit titled "Public Transportation Saves Land." The children should make a cutout bus of colored paper; on its side should be marked: "This bus can carry 50 passengers." The children then cut out fifty passenger cars made to the same scale as the bus. A long "street" made of wrapping paper can be laid on the floor or fastened to the wall (or a street can be chalked on the floor). The bus is placed on this; the cars are lined up alongside it bumper to bumper. The children can compare the space occupied by the fifty cars with the space occupied by the bus.

   The teacher can lead a general discussion on the reasons for mass transportation in a city. (Private transportation is expensive. There is a lack of parking space in the crowded parts of the city. Streets aren't wide enough to carry traffic made up entirely of private cars. Streets cannot be made wider because land is used more profitably for buildings.)

6. To discover that some means of transportation take up more space than others, the children can study the picture "Big-City Neighborhoods" on page 32 of the text. They should discuss which forms of transportation take the least street space and which take the most: walking, bicycling, private car, bus, elevated train, subway, or helicopter. (The teacher can bring out that though a helicopter takes up no street space, it is not practical for most people because it is too expensive.)

   Using the exhibit suggested in Activity 5, the children can add a subway car below their wrapping-paper road. The car should be made to scale with the bus and automobiles and should have a label: "This subway car can carry 60 passengers."

7. If the children live in a big-city neighborhood, they can compile a chart headed "How Our Parents Get to Work Every Day." A pictogram, as of a bus or pair of shoes, can represent each parent's mode of transportation.

8. To show that land use is often highly mixed, the children can look at the picture "Big-City Neighborhoods" on page 32 of the text. They can name all the different uses they see: a church, stores, offices, houses, high-rise buildings, elevated track, and so forth. As a special discussion point, the children can speculate on the reasons for the number and variety of small stores in the neighborhood. (If people of different national backgrounds and incomes live in a neighborhood, many stores are needed to meet their tastes and incomes. Families in these neighborhoods usually do not buy large quantities at a time because they may live in small apartments with little storage space, and because the lack of parking space makes it difficult to use a car to shop. Thus in neighborhoods with a mixed population, little parking space, and small apartments, there are many specialty stores to which people can walk.)

9. To help the children discover the relation between the well-being of the city and that of the individual neighborhood, they might act out the following game:

   Five children sit at desks at the front of the classroom. Each pretends he owns and manages a factory. A sign, model, or cutout can indicate that one factory produces television sets; another, clothing; a third, furniture; a fourth, pots and pans; a fifth, bicycles. Another child plays the neighborhood grocer. He has a sign and stands at the back of the room. The rest of the children pretend they all live in the same neighborhood. They should be divided into five groups that go to work at the factories. The factories are all outside the neighborhood. As long as everyone is employed, the neighborhood people are prosperous and able to shop at the grocery store. Then the teacher declares that the television factory has to close down because it cannot sell its television sets. The owner puts up a sign saying CLOSED, and the workers from that factory go to their seats. The children can discuss how the closing down of one factory will affect the neighborhood. They will find that, except for the individual workers, the impact is not very serious. Progressively, the teacher increases the seriousness of the situation by closing down one factory after another. More and more workers will be "home" (at their seats) without jobs. The grocer discusses how he feels, and what this will mean to him. The loss of the families' income means a loss of income for the store.

The game may also help the children to learn that if the people of the neighborhood are employed in many different places, the hardship will be less than if most of the neighborhood workers are employed in only one or two factories.

The class may recall that when the Adams cloth mill closed down there was a great deal of hardship in Littletown because almost the entire community's livelihood depended on the mill.

10. To demonstrate the great variety of neighborhoods in a big city, the class can study "Let's Take a Trip" on page 34 of the text. In studying and discussing the photographs, the children should discover that city neighborhoods differ from each other because—

    a) Some neighborhoods are more crowded than others.

    b) In some neighborhoods, stores, offices, and apartments are mixed.

    c) The age, upkeep, size, design, and ownership of buildings may differ.

    d) The people may be of different ages, incomes, races, or national backgrounds.

11. To dramatize the great variety of occupations often found in a big-city neighborhood, the teacher can read the story "Does Poppy Live Here?" to the class. After hearing the story, the class can discuss why so many occupations are found in a big-city neighborhood.

    If the children live in a middle-class big-city neighborhood and know the occupations of some of their neighbors, they might begin a list labeled "Jobs We Know of in Our Neighborhood." The list might be illustrated, or different children might act out the occupations for the class to guess.

12. To gain an understanding of why people of the same national origin may live together in big-city neighborhoods, the class can read the story "To a New Home" on page 36 of the text. A discussion of the story should bring out that people who came from other countries often settled in neighborhoods where other people from these countries lived. In such neighborhoods they could find people who would help them find a job, who might give them a place to live, who could speak their language, and who would have the same customs. The teacher should also note that many national groups lived together because their choice of neighborhoods was limited. As a follow-up the children can study a globe and locate the countries from which the families in the story came. They might trace their journey across the ocean. The children might also ask at home whether their families came by ship from another country, and which country it was. If the children still live in an ethnic neighborhood, they might find out why the parents like to live there. If the parents have moved away from such a neighborhood, the teacher might point out that when people learn the language and ways of the new country, they tend to move away from their old neighborhoods. The class should also compare the experiences of the immigrants coming to a big city in "To a New Home" and those of the group settling in the small community in the story "Annie's Wooden Shoe" in Lesson 2.

13. To help children discover that in big-city neighborhoods people of the same racial background often live close together for mutual aid, the teacher can read the story "Kwan Ti" to the class. By way of introduction, the teacher might read or retell "The Chinatown Neighborhood," which explains why the Chinese, like many other immigrants, came to America and why they settled down together. The teacher can observe that the Chinese, like many other racial and national groups, also lived together because their choice of neighborhoods was limited. They would not have been accepted in many neighborhoods. If there are any Chinese children in the class or in other

classes, they might be glad to bring some Chinese objects and tell the class about them.

14. To help the children understand the hardships of the immigrants, the teacher can read the story "Adam and Eddie" to the class. After hearing the story, the class might discuss how the children of immigrants usually have more opportunities than their parents had. The children might prepare a picture version of the story. The pictures could be displayed on the bulletin board or made into a class movie (see Lesson 1, Part 1, Activity 7) and shown while someone tells the story. Or the children might wish to dramatize the story.

15. As an enrichment of Activities 12–14, the teacher might play recordings of music from different countries to demonstrate the ethnic variety of big-city neighborhoods.

16. To help the children discover that in big-city neighborhoods families move frequently, the teacher can recall the recorded lesson and why the Tates wanted to move (needed more room for children and pet to play in). The class can discuss other reasons for families moving: change of jobs, change in income, change in taste, change in size of family. The children can speculate on why big-city people would move more frequently (greater choice in jobs, housing, etc.).

17. If the children live in a big-city neighborhood, they can ask their parents when they moved into the neighborhood. Why did they move to this neighborhood? A committee might go to the principal, registrar, or secretary to ask how many new second-graders have come to the school this year, and how many first-graders moved away and did not become second-graders in this school. Using these two figures, the children can prepare an illustrated chart labeled "Many Families Move into or out of Our Neighborhood." The picture might show many moving vans going toward or away from the neighborhood.

18. To help the children understand that families who live close together in the city have to cooperate with each other, the teacher can refer them to the picture "Big-City Neighborhoods" on page 32 of the text and ask: What would happen if every family in this block threw its trash out the windows? What if all the children left their toys out on the sidewalks or in the hallways of the buildings? What would happen if every family had pets running around on the street? What would happen if people kept their television sets going loud and late?

    The children might make a mural with the theme "In a Big-City Neighborhood, People Learn to Live Together."

19. To help the children understand how important it is for neighbors to learn to live together peaceably, the teacher can read the story "Shrimpy Joey" to the class. If the children do not know what a settlement house is, the teacher should explain beforehand that it is a center, usually in a crowded neighborhood, where people can go for social, recreational, and educational activities. After the story is read, the class can discuss these questions: If people have disagreements, how should they settle them? Does fighting really solve the problem? Why did the children like to go to the settlement house? Why are settlement houses useful in big-city neighborhoods?

    If the school is located in a community with a settlement house, the class might visit it, or a settlement worker might come and tell the class about the center's program.

20. If the children live in a big city, they might tell where their parents work, where the family friends live, where the family goes for recreation, where the family doctor lives, and where the family goes to church. On a city map, the teacher might indicate with little flags a few representative cases; these would show the many choices people in big-city neighborhoods have, and the long distances they often have to travel to work and to purchase goods and services.

    If the children do not live in a big city, the teacher can adapt this activity by obtaining a map of a big city and using hypothetical cases as examples.

21. The findings of the above activity might be contrasted with an examination and discussion of the picture "Small-Town Neighborhoods" on page 22 of the text, where the distances between the homes and stores are relatively short, and where the stores, recreation spots, and workplaces are concentrated in a relatively small area.

22. The children can study the picture "Big-City Neighborhoods" on page 32 of the text from the point of view of the advantages and disadvantages of living in such a neighborhood. A small

team of children might tell the class about the advantages, and another team might tell about the disadvantages. At the end of the presentation the teacher can ask, "How many of you think the advantages are greater than the disadvantages? How many think the disadvantages are greater?"

23. As a review of the week's work, the class can read "What Did We Learn?" on page 39 of the text. After each statement is read, the teacher can ask the children to give related examples —either from the material covered in class or from their own experience.

24. The children might prepare a table model showing the characteristics of a big-city neighborhood: tall apartment houses, heavy traffic, little open space for play, small specialty stores, relatively little vegetation, young and old people on the street, public transportation, scarcity of off-the-street parking space (cars parked at curbs). Upon completion of the display, the children might invite another class to come and take a guided tour through the model neighborhood.

25. The following activities can be completed in the Activity Book.
    a) 3A: "Find the Mistakes." The children should examine the picture carefully before marking the errors. After completing the activity, the class should discuss the principles of land use and occupation selection that are involved in each situation.
    b) 3B: "Can You Help Tim Find His Own Neighborhood?" The teacher should first go over the general methods for solving mazes in case some of the children are unfamiliar with them. The children should then do the activity in their books. After the activity is completed, the teacher should ask how many children ran into dead ends before getting to Tim's neighborhood. The class should then try to identify the neighborhoods in these dead ends, proceeding into a general discussion of the variety of neighborhoods found in big cities.

STORIES, POEMS, SONGS

Does Poppy Live Here?

by Arthur S. Gregor

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"Come to my birthday party on Saturday at four o'clock sharp," Poppy had said to her new friend, Jed. "I live in the house on the corner of Ninth Street. It's a red house with a tree in front."

Now on the corner of Ninth Street there was a red house, and in front of this house was a tree. It was a high house with a bright green awning and a great big glass door and a very tall doorman in a splendid uniform of blue and white.

Jed had to lean all the way back to look up at the very tall doorman.

"Does Poppy live here?" he said.

"NO POPPY HERE," the doorman called down in a voice like the big bass drum in the Fourth of July parade. "What number do you want?"

"I don't know the number. Poppy just said the red house on the corner of Ninth Street. That's all."

The doorman smiled. "Well now," he said, pointing with his white-gloved hand, "there are four corners at the end of every street, and on this street there is a red house on every corner."

Jed looked. On every corner, just as the doorman said, there was a red house.

One red house was a market with piles of onions and tomatoes and apples and bananas and oranges in front of it. Poppy could not live there.

And one red house had a big sign that blinked on and off: CLAM BAR . . . CLAM BAR . . . CLAM BAR . . . CLAM BAR . . . So Poppy could not live there either.

There was just one house left.

It was a narrow, tired old house with no awning and no glass door and no doorman in a splendid uniform of blue and white. But it was a red house on the corner of Ninth Street all right, and it did have a tree in front.

Jed waved goodbye to the doorman and walked across the street, remembering to look to the right and to the left just as he had been told to do in school.

The door was locked and Jed pressed his nose against the glass pane. He saw a long hall and a stairway, and in the back another door.

There were five bells on the wall. That meant there were five families in the house, one on each floor. Jed rang the first bell. And, just as though it had been waiting for him, it buzzed right back. But the moment he reached the door, the buzzing stopped and he could not get in. He rang a second time, and again the bell buzzed in answer. Jed jumped for the door as quickly as he could. But just as he tried to push it open, it stopped buzzing.

The third time Jed rang and rang and rang. Now the bell did not buzz back at all. But Jed heard someone running down the hall, and in another moment a lady opened the door. She wore an artist's smock splashed with paint, and carried some paintbrushes in one hand.

"Does Poppy live here?" Jed asked politely.

But the artist didn't seem to hear. "Come right in," she said. "You're just the one I need." She led Jed into a big room with windows from the floor to the ceiling. There were pictures standing against all the walls and some more against the backs of chairs. "Stay right where you are," the lady said. "Please don't move."

She picked up a black crayon and began to draw.

"There," said the lady, just as Jed began to get fidgety, "that's pretty good—and because you held so still, I'm going to give it to you."

She tore the sheet off the easel and handed it to Jed. And there was his portrait.

"You mean I can have it?"

"Of course," said the lady. "And many thanks for posing."

"Gee," said Jed, "that's a great picture of me! I'm going to give it to my mother."

"Goodbye," said the lady. "Come back when you want to pose again."

"Goodbye," called Jed. "Thanks."

Holding tight his picture and his present for Poppy, Jed ran up the stairs to

THE SECOND FLOOR

He rang the bell. No answer.

He rang again. Still no answer.

Jed rang again. "Go way," a sleepy voice said from the other side of the door. "Go way."

Jed called out in his loudest voice: "DOES POPPY LIVE HERE?"

Now the door slowly creaked open. Behind it was one half-closed eye and a long nose. Under the long nose was a long nightshirt and under the long nightshirt two well-worn bedroom slippers.

"What did you say?"

"I said: 'Does Poppy live here?' "

"Oh," said the man. "I thought you wanted to sell something. Tell you the truth, I don't know who lives here. They never see me and I never see them. That's because I work at night. So I'm awake when other people are asleep. And when they're awake, I'm asleep. That is, if people don't go around ringing my bell."

"I'm sorry," said Jed, "if I woke you up."

"Oh, that's all right. The bell ringers are not so bad. They go after a while. It's the pipe bangers who keep me from sleeping. And the ones who play their TVs so loud, and skate in the living room, and bounce their dishes on the floor. Let them make all the noise they like at night, but during the day I like my quiet.

"Most of all I can't stand barking dogs. Is Poppy a dog? There is a dog upstairs. Wakes me every morning at eight o'clock just when I'm getting into the best part of my sleep."

"Poppy isn't a dog," said Jed. "Poppy is a girl. She is a new girl in my class and she lives in this house. At least I think she does. And she invited me to her party at four o'clock."

"FOUR O'CLOCK!" cried the man, stretching himself and yawning at the same time. "No wonder I'm so sleepy, waking me right in the middle of the day. Hope I can get back to sleep before the sun sets. I just can't fall asleep without a little light. The dark gets in my eyes, I guess."

"I'm really sorry I woke you."

"Oh, just come around at a reasonable hour the next time, say around eleven o'clock some night before I leave for work. Now about your Poppy, why don't you try the third floor. Seems to me there's a dog up there."

Jed was about to explain again that he was looking for a girl and not a dog, but the door was already closed.

Very slowly and quietly, he tiptoed up to

THE THIRD FLOOR

Jed hardly had his finger off the bell before the door was flung open and a huge creature leaped up at him and began to lick his face with a warm tongue.

It was a beautiful Irish setter.

"Down, Homer," said a little gray-haired lady wearing a white coat. "What can I do for you, young man?" The lady smiled at Jed. "I am Dr. Miller."

"Does Poppy live here?" Jed asked.

"No," said Dr. Miller, "Poppy doesn't live here. I've been in this house for years and years and I never heard of a little girl named Poppy. But come to think of it, I did see a moving van in front of the house the other day. Perhaps it was Poppy moving in.

"Now come along, Homer," Dr. Miller said, "and let this little boy find his friend."

Jed said, "The man downstairs who works at night says he hears a dog barking every morning."

"Oh, dear," said Dr. Miller, "I'm sure it must be Homer. I never seem to be able to get him out on time. . . . I have a good idea. How would you like to walk Homer every day before you go to school?"

"I'd love to," said Jed. "Only thing, I've never had a job before. I'd have to ask my mother first."

"Here is my card and my telephone number," said Dr. Miller. "You can call me after you speak to your parents. I'll pay you twenty-five cents a day, Monday to Friday."

"Gee, thanks," said Jed. "Goodbye, Dr. Miller. Goodbye, Homer."

And thinking about all the money he was going to make and about all the things he would buy with the money he made, Jed slowly walked up the stairs to

THE FOURTH FLOOR

No need to ring the bell on this floor! It opened almost before he reached it, and in the doorway stood a man with a violin in his hands. As Jed reached the top of the stairs, he started to play a merry tune.

Jed was about to say "Does Poppy live here?" when the man stopped his playing, made a deep bow, and said in a big bass voice, "Welcome, welcome to Professor Joseph Vincent Alexander Scarlatti's Studio for the Violin, the Piano, and the Piccolo."

Before Jed could say a word, the man took his things from him, hurried him inside, and went on talking. "I was not expecting you so early, but better early than never at all. No? You are the new pupil. I was told that the new pupil was a girl, but it is not hard to see that you are not a girl.

"Now try this on for the fit," said Professor Scarlatti, and he stuck his violin under Jed's chin and put his bow into his hand. Then he drew off to the side to see the effect.

"No, no, no!" cried Professor Scarlatti as though he had just felt a terrible pain. "With the right hand you bow and with the left hand you finger the strings. Here, I show you.

"Now the lesson begins. The first thing we do—"

"Does Poppy live here?" asked Jed.

"What Poppy?"

"Well," said Jed, "I'm looking for Poppy. She lives in a red house on the corner of Ninth Street. She doesn't live in the one across the street. That's for certain. The doorman said so. And she can't live in the house with all the vegetables. That's a market. And she can't live in the house with the sign that blinks on and off. That's a restaurant. So she *must* live here."

"You are just a boy, a little boy who is trying to find a little girl called Poppy. You are not my pupil at all. And I have so *few* pupils."

Professor Scarlatti looked so sad that Jed said, "I'd like to learn to play the way you do, but today I haven't the time. I'll come back sometime when I'm not going to a party. I heard my father say I could take music lessons if he could find a teacher on Ninth Street."

At once Professor Scarlatti was happy again. "You have come to the right place," he said. "I am a teacher of music, and I am on Ninth Street."

"I'll ask my father just as soon as I get home," said Jed. "Now I have to go, or else I'll be late for the party. Do you know where Poppy lives?"

"Try upstairs," said Professor Scarlatti.

Once more he started up the stairs to

THE FIFTH AND LAST FLOOR!

Standing in front of the last door, he rang the bell a good, long, loud ring. . . . Not a sound, not one single little sound.

But suddenly there was the scurrying of many feet and someone who sounded like someone he knew said on the other side of the door: "Who is it?"

And Jed called, although this time he was sure of the answer:

"DOES POPPY LIVE HERE?"

With peals of laughter and shouts from many children, the door was thrown open, and there were all the boys and girls in Jed's class. And in the center was Poppy.

"You are the very last one, Jed," she said. "I was afraid you weren't coming. What made you so late? Did you lose your way?"

For a moment Jed didn't know what to answer, so he just stood there without saying anything. Then he smiled and held out his present. "Happy birthday, Poppy!"

The Chinatown Neighborhood

by Dorothy Senesh

In several of the big cities of our country there is a neighborhood called Chinatown. These Chinatown neighborhoods are usually close to the downtown business neighborhoods of the big cities. Along their narrow, crowded streets are many Chinese restaurants and stores that sell beautiful silk robes, bamboo furniture, artwork, china dishes, incense, jewelry, and many other goods.

People from other neighborhoods in the city and from other towns shop for curious and unusual things and eat the good Chinese food served in the restaurants. The stores and restaurants are brightly lighted until late at night because so many people like to come to these Chinatowns.

Above the stores and restaurants are apartments where Chinese families live. Many people who visit Chinatown wonder: How did these families happen to settle in a Chinatown neighborhood?

More than a hundred years ago, many people in the big country of China were not happy. They were very poor and they could not produce enough to eat. Some rulers made very harsh laws. People who disagreed with these laws were killed or thrown into prison. Many Chinese people escaped to other countries to make a better living for themselves.

Some of these Chinese—most of them were men—sailed far across the Pacific Ocean to America. Gold had just been discovered in California. Many of the Chinese joined in the search for the gold. They were peaceful people, and they worked hard at any jobs they could find. They worked in mines, in lumber camps, and on farms. Later they helped build the first railroads across the western part of our country, when Indians and mountain men and buffalo still roamed the West. The Chinese became cooks, tailors, laundrymen, mechanics, fishermen, and cigarmakers.

Later, Chinese women and children came to America. They could not speak English, and America seemed very strange to them. The Chinese families moved into cities in California and also cities farther east, such as Chicago, New York, Boston, and Philadelphia. They settled close to each other in their own neighborhoods. These neighborhoods became the Chinatowns that we see today in our big cities.

In their own Chinatown neighborhoods, the Chinese could be helpful to each other. They formed clubs to which they paid small amounts of money. These clubs helped them when they were sick, or out of work, or had bad luck and needed a lawyer.

Like many newcomers in a strange land, the Chinese found that there were some people who did not like them. These people said that the Chinese were not Americans; they looked "different," and besides, they were taking too many jobs, so that other people had no work. So, when hard times came and jobs became scarce, some of the Chinese were beaten and even killed. For protection, the Chinese stayed even more in their own neighborhoods.

In the Chinatown neighborhoods, the Chinese keep some of the customs they hold dear. One of these customs is to show respect to older people, because they think that older people are wiser than young people. Chinese parents bring up their children to be polite and respectful to older relatives.

The Chinese have great respect for education and wisdom. Old people like to study the poems and writings of the Chinese wise men. Most Chinese children go to two schools every day. They go to public school with the other American children. Later in the day they go to Chinese school, where they learn the Chinese language and the wise sayings of the old Chinese writers. Hardworking Chinese fathers and mothers encourage their children to study hard in school and to go on with their studies in high school and college.

Today many of the young Chinese families do not live in Chinatown neighborhoods. Most Chinatowns are overcrowded. Also, the Chinese are no longer newcomers in a strange land. They are Americans now. They no longer need to band together for protection.

Just as the Chinese families came to this country, so did many other families come from other parts of the world. Because these families from other parts of the world did not speak our language, and because they wanted to keep their customs, they also settled in their own neighborhoods in the big cities. Life in the Italian neighborhood, or the German neighborhood, or the Polish neighborhood, or the Hungarian neighborhood was almost as it was in the old country. But the children of these families grew up and went to school and learned our language. Many of them left their old neighborhoods, and they scattered all over the cities and the country. Some of them settled on farms. Some worked in factories or in offices. Many started their own businesses.

From time to time, those people who moved away like to come back to the old neighborhoods where they grew up. They like to shop in the neighborhood stores, eat in the restaurants, and visit old friends and relatives.

Almost all Americans are thankful for those strong people who first came to these neighborhoods. It was their hard work that made it possible for us today to go to schools and universities where we learn how to work together to make our cities better places. It was the example set by our grandfathers and grandmothers, or maybe our great-grandfathers and great-grandmothers, that helps us grow up to be wise, thoughtful, and honest Americans.

Kwan Ti

by Ralph Hayes and Dorothy Senesh

Kwan Ti was a little boy who lived in Chinatown, a busy neighborhood in a very busy American city. Kwan Ti lived with his father and mother, his sisters and grandfather. They lived in an apartment over Grandfather's store. Kwan Ti's father took care of Grandfather's store, where he sold lotus roots, soybean cakes, and salt fish. Grandfather was old and did not work anymore. He stayed at home and read and studied books about old China. Now he had time to enjoy his grandchildren and his old friends.

Every afternoon after public school, little Kwan Ti went to the Chinese school in his neighborhood because Grandfather wanted him to learn to read and speak Chinese. In this school Kwan Ti and most of the other children in Chinatown learned to think about the sayings of the wise men of old China.

Before Chinese New Year, Kwan Ti learned that the people of China celebrate the New Year with a big parade. In Chinatown the people celebrate the New Year with a big parade too, and a huge dragon is a very important part of the parade.

This was such an exciting thought to Kwan Ti that he ran home as fast as the February wind to talk with Grandfather about the dragon. Grandfather was wise and he surely would know about dragons.

Kwan Ti ran up the steps to the apartment. When he opened the door, the smells of good food rolled out to greet him and drew him to the kitchen, where his mother and sisters were making heaps of delicious shrimp rolls. During the New Year's celebration relatives and friends come to visit, so there must be plenty of good things to eat.

"Where is Grandfather?" Kwan Ti asked his mother.

"In his room," said Kwan Ti's mother. "Mr. Wong and some of Grandfather's other friends are visiting him."

Kwan Ti was disappointed. He wanted to talk about the dragon with Grandfather right away. Kwan Ti went quietly to his own room. From his room he could hear Grandfather say: "Our hospital needs more money. We are falling behind the times. The hospital should have more trained nurses. It needs more medicines and new equipment."

"You are right," Mr. Wong said. "The hospital needs more beds too. Many people from other neighborhoods come to the Chinese hospital."

"Don't forget the Neighborhood Center," said Mr. Lee. "Everyone in Chinatown uses the Neighborhood Center as if it were a part of his home. It is very important to our children, who have so few places to play in these crowded city streets."

"Ahem," coughed Mr. Chen. "Last summer the Neighborhood Center's camp in the country gave pleasure to many Chinese families. More of our families should have the chance to go. More money is well spent there."

Grandfather shook his head. "All these things are important. But how can we get enough money to pay for them? What can we do?"

Mr. Wong scolded Grandfather gently. "Don't worry, my friend. You must trust the dragon. He has never disappointed us."

"You're right," Grandfather laughed. "I must not worry. Indeed, I hope our good dragon will forgive me. We must wait and see."

Old Mr. Wong, Mr. Lee, and Mr. Chen wished Grandfather a New Year full of good luck and plenty. They patted Kwan Ti's head as he held the door open for them. Kwan Ti watched them go down the stairs talking quietly among themselves.

"Grandfather," asked Kwan Ti, "I heard Mr. Wong say that the dragon will help us get money for our hospital. How can the dragon get us money?"

"Don't worry, Kwan Ti," said Grandfather. "You will see tomorrow."

That night, as Kwan Ti lay in bed, he remembered what he had learned about the dragon in school: "The dragon has fire in his eyes and he breathes out smoke, but the dragon is also friendly —if you treat him kindly."

All right, thought Kwan Ti, the dragon is friendly. But still, how can he get money for our hospital? How?

On New Year's morning Kwan Ti was awakened by the sound of voices in the street. They sounded gay and full of excitement. Kwan Ti jumped out of bed. His new suit, new shirt, and new shoes were on the chair by his bed. He put them on quickly. When he came out of his room, he was surprised to find everyone else in the family already dressed. Everything was in order. The house was sparkling clean. Everyone was wearing new clothes.

The February wind was cold, so Mother and the girls decided to stay in the apartment and watch the parade from the windows. Kwan Ti, Father, and Grandfather went down to the streets to walk about until the parade started.

The streets of Chinatown were bright and wonderful with colored lights, paper lanterns, and silken flags of green, orange, red, blue, and gold fluttering in the wind. In front of every store was a tall red pole. A long red string hung from every family's window. On every pole and every string hung a head of lettuce and a little red package.

Many people were looking from their open windows or from their balconies. They were watching the crowds gather along the streets. People were coming into Chinatown from other neighborhoods to see the New Year's parade. The air was full of excitement. Suddenly, there was the Bang! Bang! of firecrackers, the Clang! Crash! of the cymbals, and the Boom! Boom! of the drums. The parade began to move! Children in brightly colored Chinese costumes marched past carrying flags. There were men on horseback. There were several bands from other neighborhoods. Big floats with flowers moved slowly by on trucks.

Bangity! Bang! Bang! More firecrackers. Then there were shouts: "The dragon!" "Here comes the dragon!" "Oh, look! How big the dragon is!"

And sure enough, the dragon was coming. The people moved into the street to see the dragon better. They fell back when they saw the dragon. He was almost a block long and so tall that he seemed to be flying over the people's heads. Kwan Ti could see the feet of many men who carried the paper dragon high up on long sticks. He had great wide jaws with shining white teeth. His bulging eyes flashed. Smoke came from his nostrils. He was as many-colored as a rainbow, and the scales on his back shone like jewels. He was frightening. He was beautiful.

Cold chills ran up and down Kwan Ti's back. The little children clung to their mothers and some of the babies cried, but the older children clapped their hands and laughed at the popping firecrackers and the crashing sounds.

The dragon twisted and turned from one side of the street to the other. When the dragon saw a head of lettuce hanging from a pole or a long red string, he wanted to eat it. He came close to the food. He sniffed it. He cocked his head. He squirmed and danced. And then, with the drums booming and the cymbals crashing, the dragon shook all over, rose high in the air, and with one bite gobbled up the lettuce!

Kwan Ti had to laugh as the dragon gobbled up lettuce after lettuce. He wondered, How can this dragon help our hospital? He is too busy gobbling lettuce!

Kwan Ti was so busy watching the dragon that he hardly noticed the dragon's helpers who picked the little red packages from the poles and the long red strings. The helpers tore off the red paper and carefully put something into the boxes they carried under their arms.

After the dragon had passed them, Grandfather said, "Come! Let us go to the temple where the parade started. We will wait there for the dragon to return."

It was not easy to get through the crowd, but at last Kwan Ti, Father, and Grandfather found a place near the door of the temple. Kwan Ti could hear the music of the bands and the drums and the cymbals coming closer and closer and closer.

The dragon came into the street of the temple. He was still dancing. The cymbals were still crashing and the drums were still booming.

Grandfather whispered to Kwan Ti, "Look at the dragon's helpers. See what they have in their boxes."

And in the boxes, many boxes, Kwan Ti saw heaps and heaps of money—paper money and coins!

Kwan Ti's eyes opened wide. "Grandfather! The dragon has collected lots of money!"

"Yes," said Grandfather, "those little red packages on the poles and strings had money in them. The people gave the dragon money for our hospital, our Neighborhood Center, and the other things our neighborhood needs."

"Oh, now I know what you meant!" cried Kwan Ti happily. "You said we should trust the dragon!"

The doors of the temple opened wide, and the dragon slipped inside. The doors closed. The drums and cymbals were quiet.

"Come, Kwan Ti," said Grandfather. "Let us leave the dragon here. He will sleep in the temple until next New Year's. I think the dragon was happy today, so I think he has brought our neighborhood good luck and plenty."

After the parade, the people who came from other neighborhoods stayed a little while to look in the shop windows. Then they went home.

The people who lived in Chinatown spent the rest of New Year's visiting relatives and friends. All the homes were bright and gay. There were many good things to eat. Everyone wished everyone else good luck for the New Year. If anyone had borrowed anything, he returned it. If anyone was angry with anyone, he shook hands with him and became friendly again.

And this is the way the New Year starts in Chinatown, a busy neighborhood in a very busy city.

Adam and Eddie

by Leon Trachtman

Mr. and Mrs. Anton Lucas stood aboard the crowded ocean liner and waved goodbye to their friends on the shore. It was 1910. The Lucases were leaving their native land, Lithuania, to go to America. The ship was crowded with immigrants like the Lucases. All were going to America, full of hope for a better life.

Mrs. Lucas' brother Jonas met them when they got off the ship in New York City. He had come to America two years before.

"I have found you a place to live in the same building I'm in," he said, after hugging his sister and brother-in-law. "It is a small room. Life is hard for us immigrants."

Mr. and Mrs. Lucas looked at each other. They had hoped for a better life, not a harder one.

When they reached their apartment, they put down their bags and looked sadly around the tiny room that was to be their home. It was dark and dirty. They had to share a bathroom with three other families. There was no hot, running water.

Jonas Lucas smiled and said, "It is not so bad. We are poor, but we get along. You see, you do not speak English, so you can't get good jobs. Factory jobs don't pay well, but it is a living and things will get better. I am studying English at the Neighborhood House. Maybe someday I can earn more money on a better job. You can too."

"The Neighborhood House. What is that?" asked Mr. Lucas.

"It is a place in the neighborhood where people try to help immigrants like us. They teach English at night and show us how to get along better in our new country."

"That is good," said Mrs. Lucas. "We want to learn to be good Americans. We want to make a good life here."

"I will leave you now," said Jonas. "In the morning I will take you to the factory where I work. You both can get jobs there."

The Lucases said good night and settled into their new home.

One night after work, they stopped at the Neighborhood House. They sat down with others in a small classroom. A tall young man stood at the blackboard and wrote, "My name is George Kowarski. Tonight we begin to learn English."

Several years went by. Two sons were born to the Lucases. They named the boys Adam and Eddie. The little family was still poor, but they were happy. When Adam and Eddie were old enough, they started school in the neighborhood. Adam was two years older than Eddie, and he helped his little brother.

Mr. and Mrs. Lucas didn't have much time to spend with their sons. They both worked all day. The boys saw how hard their parents worked. They knew that they were poor. They wanted to help. They asked people at the Neighborhood House how to help.

Judge Scalise helped people at the Neighborhood House in his spare time. He talked to Adam and Eddie. "So you want to help your parents, boys? That is good. It is true that you are poor, but you are also lucky. You have parents who love you, and you love them. They have taught you to be honest and kind. You boys can help them by staying in school. There you can learn a trade. Maybe you can go to college and become a doctor, or a judge like me. Your parents want you to have an easier life than they have. Stay in school and work hard. Then you will make them happy. That is the best help you can give them."

Adam thought: I am thirteen. Eddie is eleven. We will be in school a long time. It will be a long time before we can help our mother and father. But I trust Judge Scalise. He is a wise man and our friend.

"Come on, Eddie," he said, starting for the door. "We will help our parents by doing what Judge Scalise says. We will study hard."

The years went by. Adam and Eddie did stay in school. After school Adam had long talks with Judge Scalise. The judge told Adam about the law. Adam thought he would like to be a lawyer. He got a job after school and saved his money for college.

Eddie had other interests. He got a job after school too. He worked in the neighborhood grocery store. He liked Mr. Levy, the grocer, and he liked meeting the people who came to the store.

One day Mr. Levy said, "You know, Eddie, you would make a very good grocer. You like people, and you have a good head for business. Soon you will graduate from high school. How would you like to work for me full time?"

"Oh, Mr. Levy!" answered Eddie, beaming. "I would like that very much. Then maybe someday I will have my own store in the neighborhood."

"Sure you will, Eddie. I will teach you all I know about the business. Everyone in the neighborhood likes you. You should be a big success."

It was the year 1934, and spring had come to New York. Mr. and Mrs. Lucas had moved to a bigger apartment, with lots of windows and a bathroom of their own. Adam, their lawyer son, and Eddie, the grocer, helped them pay the rent.

One evening Mrs. Lucas finished washing the dishes and joined her husband in the living room. "Well, Mr. Lucas, it wasn't a bad idea to come to America, was it? We have been poor, yes, but life is good here. We have fine neighbors and two fine sons. Soon they will get married and have families of their own."

"Yes," answered Mr. Lucas, putting down his newspaper. "We have much to be thankful for."

A block away from the Lucases' new apartment stood the Neighborhood House. It was eight o'clock in the evening. All the lights were on. A group of immigrants, who had just come from Europe, were sitting in a classroom. A tall young man stood at the blackboard. He wrote, "My name is Adam Lucas. Tonight we begin to learn English."

Shrimpy Joey

by Jeanne Stoner

Joey stood on the sidewalk in front of the settlement house. He shifted from one foot to the other. He just couldn't seem to make up his mind about going in.

"What the heck!" he said finally. "Skinny says this is the place he heard about, so here goes!"

Joey squared his shoulders and went up the steps and through a large door into a long hall. He looked around, but didn't see anybody at first. He didn't know where to go.

"Hello, young fellow, what can I do for you?" asked a voice.

Joey turned around and looked up at one of the biggest men he'd ever seen.

"Well, I . . . that is . . ." Joey stuttered. He was so frightened that he almost ran out of the building. Then he remembered why he'd come, and said, "I . . . I came over here because Skinny told me he heard there was a guy here who could teach me how to fight."

"Well, Skinny's right. If you want to learn how to fight, we can teach you here at the settlement house," said the big man. "Come on down to the gym, and I'll get you some boxing gloves. There's no better time to learn than now. By the way, what's your name?"

"Joey."

"O.K., Joey, you can call me Al," said the big man, smiling.

Al led Joey down some stairs and along another hall into a big gym where there were all sorts of things for boxing, and basketball, and exercising. Al gave Joey a pair of boxing gloves and helped him put them on. All this time Joey was waiting for Al to ask why he wanted to learn how to fight. But Al never asked him. Joey was glad. He didn't want to tell Al that every guy on the block was a better fighter than he was. All the other guys pushed him around. But Joey didn't have to say anything about that because Al didn't seem to care why he had come.

Al started explaining how Joey should keep his hands up and chin tucked in so that it would be harder to hit him. He showed Joey how to throw his fists out and land a solid punch. Then Al told Joey to hit him. Joey tried, but Al wasn't there. He was always somewhere else. Every now and then Al would give Joey a tap on the cheek or shoulders and Joey's heart would sink. He could never learn to fight. It took a big guy like Al to make a good fighter. "I'm just too shrimpy," thought Joey.

But just then Al said, "Good going, Joey! I think you've had enough for the first time out. You come on back tomorrow and we'll talk some more. In a month or so you ought to be a pretty good fighter. You're small, but you've got a lot of spunk!"

Joey was so excited he thought he'd pop. But he made up his mind not to tell anyone, not even Skinny. And every afternoon he went over to the settlement house. He learned how to punch fast on the punching bag and exercised to build up his arms. And Al showed him how to move and duck.

One afternoon Joey was on his way to the settlement house. He was crossing the street when a voice called, "Hey, Shrimpy! Come over here!"

It was Vic. Vic was the boss of the whole neighborhood. All the guys did what Vic told them to do, because he was the biggest and toughest kid for blocks around. Joey was really scared, but he kept right on walking.

"Hey, Shrimpy! You, Joey! Are you coming over here or do I have to make you?"

Joey turned around, but he didn't go back toward Vic.

Vic ran up to him. "Looks like I better teach you a lesson," he said, and shot his right hand out to slap Joey. But it never got there because Joey stopped it with his left arm and landed a right on Vic's nose. Vic was so surprised that he just stood there with his mouth open. What had gotten into Shrimpy Joey? And while Vic was wondering about it, Shrimpy Joey hit him again.

"Whoa there, warriors!" Joey and Vic were yanked apart like a couple of rag dolls. Al stood between them.

"I thought I'd taught you the right place to do your fighting, Joey," he said. "If you guys want to fight, come on in the gym and do it right."

Downstairs in the ring, Joey and Vic were just about ready to fall down. Neither of them could beat the other. Joey just wasn't big enough to knock Vic down, and Al had taught Joey so well that Vic couldn't land any solid punches. It seemed as though they had been fighting forever. And they weren't even mad at each other anymore. They were just tired. But Al made them keep on fighting until they couldn't throw another punch. Finally Vic sat down on the floor and held up his glove. "Enough," he puffed.

Joey plopped down next to Vic. "Yeah, me too," he said.

"O.K., guys," said Al, "we'll call it a draw. Get into the showers and clean up!"

Vic and Joey didn't fight each other anymore after that, but they did spend a lot of time at the settlement house with Al. He was great to talk to. More and more of the guys in the gang started coming along. Whenever there was an argument between the boys and they wanted to fight, Al told them to come over to the settlement house and get in the ring and do it right.

One day the whole gang came down to the gym to watch Skinny and Duke fight. They were really going at it in the ring. They just pounded away at each other until Skinny held up his glove to show that he gave up. Both of them were huffing and puffing, and their faces were beet-red from the workout.

Al walked over to them and asked, "Now what was that all about?"

"Skinny wouldn't lend me his bike, and I told him I'd beat him up if he didn't," said Duke.

"Well, you didn't," gasped Skinny. "You didn't beat me up. I just ran out of wind."

"Like heck I didn't beat you!" yelled Duke, and the two boys started to punch each other again.

"Hey, Skinny! Duke! Hold on there! Hold up a minute!" Al broke them up. "I don't understand what's going on," he said. "You wanted to borrow Skinny's bike, right, Duke?"

"Yeah."

"And Skinny said no?" asked Al.

"Yeah, why should I lend it to him?" growled Skinny.

"So you were going to beat Skinny up?" Al asked Duke.

"Yeah," said Duke.

"What would that prove?" asked Al.

"Huh?" said Skinny and Duke together.

All the rest of the gang crowded around close. They all wanted to hear what Al had to say.

"I asked what it would prove if you beat Skinny up," Al repeated.

All the boys looked puzzled. Whenever there was an argument in the neighborhood, they settled it with a fight. The guy who won the fight won the argument.

"Look," said Al. "Beating up Skinny isn't going to get you anywhere. It's his bike, and if he doesn't want you to use it, knocking him around doesn't change that, does it?"

"Well, I guess not," admitted Duke.

"It's not going to make Skinny feel like letting you have the bike any other time, either," continued Al. "Why did you want the bike, anyway?"

"I wanted to ride it up to Delancey Street and see about a job for after school."

"Why didn't you say so?" asked Skinny. "You didn't tell why you wanted it."

"Look, Duke, you could have offered to do a favor for Skinny in exchange for using his bike. It would have been like paying rent," said Al. "Getting Skinny to change his mind with good reasons is fine, because he can say yes or no without being afraid. And that's the way it should be. It's not winning a fight with your fists that really counts. Any dumb cluck can do that. If everybody thought that the only way to settle an argument was with his fists, the whole world would be fighting all the time. People have to sit down and talk about the things they don't agree on. You've got to learn to do your fighting with your brains, not your fists, if you really want to get somewhere."

Joey and his friends thought a lot about what Al had said. The more they thought about it, the more sense it made. And it made sense to other people in the neighborhood too. As time went by, instead of fighting about problems and disagreements, people would say, "Let's go over to the settlement house and see what they think."

The funny thing was that Al and all the other people at the settlement house hardly ever said what they thought. They just asked a few questions, and each person had his say about the problem. Joey and his friends and all the neighbors learned how to have a meeting the right way, so that everyone had a chance to say what he thought. And working together that way, they usually found an answer to the problem, and they didn't feel unhappy and unfriendly the way they did after a fight.

Of course, there's still the gym at the settlement house with the boxing ring and all the other equipment. And Al still teaches the boys how to keep their guard up and how to land a solid punch. But that's all just for fun or exercise, because these days, in Joey's neighborhood, more and more people are using their heads instead of their fists.

City Child

by Lois Lenski

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The sidewalk is my yard,
    The lamppost is my tree;
Up three long flights of stairs,
    My home is Flat 4-C.

The fire escape my porch,
    Where clothes hang out to dry;
All day the noise and rush,
    All night the trains go by.

Tall buildings all around
    Reach up and shadow me;
Sometimes the great big sun
    Comes peeping round to see.

All day the people pass,
    They hurry as they go;
But when they are my friends,
    They stop and say hello.

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Books

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GILBERT, HELEN EARLE. *Mr. Plum and the Little Green Tree.* New York: Abingdon, 1946. Mr. Plum, a shoemaker, is very fond of the only tree left standing in his downtown neighborhood. When the mayor sends workers to cut it down, Mr. Plum begs them to wait. He goes to see the mayor, and finds him in a very irritable mood because his shoes pinch. Mr. Plum repairs the shoes, and in return the mayor agrees to call off the tree cutters. This story suggests many city dwellers' concern as less and less open space is left for flowers, trees, and shrubs.

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LIANG, YEN. *The Skyscraper.* Philadelphia: Lippincott, 1958. Simple text and informative illustrations on the subject of urban renewal. Tells about the citizens of a city deciding that high-rise apartment buildings can provide open space, light, and air for their neighborhood. Shows how old buildings are demolished and skyscrapers are erected—the large equipment needed, the techniques of building skyscrapers, the network of pipes, tubes, wires, and elevator shafts—and how apartments in one neighborhood are connected with those in other neighborhoods. This book could be used as a good takeoff for a discussion of why tall buildings are built in large cities.

LIEBERS, RUTH, and ROTHENBERG, LILLIAN. *Stevie Finds a Way.* New York: Abingdon, 1958. A second-grader could read this illustrated story and see the progress of construction on a big apartment building, just as Stevie sees it watching through a hole in a high board fence. This book could be used to implement a discussion on the advantages of big apartment buildings.

MARTIN, PATRICIA M. *Rice Bowl Pet.* New York: Crowell, 1962. A story about Ah Jim who lives with his parents and many brothers and sisters in San Francisco's Chinatown. Because their apartment is crowded, he searches for a pet "little enough to fit in a rice bowl." The story gives a good idea of the customs of a neighborhood where one nationality group lives.

PAULL, GRACE. *Come to the City.* New York: Abelard-Schuman, 1959. A second-grade text with informative illustrations that give a good sense of the crowdedness and tempo of a large city. Shows tall, expensive buildings, people visiting from all over the world, and the many places for recreation—libraries, museums, zoos, amusement parks, aquariums, and the like.

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———. *Pedro, the Angel of Olvera Street.* New York: Scribner, 1946. Pictures and text showing Olvera Street in the Mexican neighborhood of Los Angeles. Shows how this neighborhood is different from others in customs, dress, language, and handicrafts. It is suggested that the teacher show the pictures, read the story, and discuss with the children—not from the angle of learning the customs, but with emphasis on how a national group feels more comfortable when they live together in the same neighborhood and are able to retain their old-country customs.

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SILVERMAN, MEL. *Hymie's Fiddle.* Cleveland: World Publishing, 1960. A second-grade text about a family living in an ethnic neighborhood of a large city. The story of Hymie, whose mother sells pretzels and knishes in the pushcart neighborhood of New York City. Hymie and his little sister play nearby and love the street sounds and excitement of the busy streets. Hymie has the reputation for being a dreamer. An old violin player takes advantage of this, and gets business by convincing Hymie's mother that Hymie should study the violin. When Hymie practices the violin, his playing is so painful to everyone's ears that his loving sister is his only audience.

STANEK, MURIEL, and JOHNSON, BARBARA. *How People Live in the Big City.* Chicago: Benefic Press, 1964. Story and illustrations show the great variety of city neighborhoods, varied jobs found in the city, the many public services, people's efforts to improve their neighborhoods, and many kinds of housing.

TARRY, ELLEN, and ETS, MARIE HALL. *My Dog Rinty.* New York: Viking, 1946. The story of a little boy and his dog living in Harlem, told mostly through photographs with simple text. Gives an idea of how people and animals learn to live in crowded cities. This book would be most beneficial to children who live in small towns or suburban neighborhoods.

Films

The City. 11 min., 16mm, sound, b & w $60, color $120. Encyclopaedia Britannica Films. Illustrates characteristic features of a complex, modern city: different types of buildings (private homes, apartments, office buildings, schools, stores, factories); diversity of neighborhoods; transportation facilities; suburban areas; services provided by the city's elected government (fire and police protection). A Teacher's Guide accompanies this film.

Johnny Visits the City. 11 min., 16mm, sound, b & w $60, color $120. Coronet, 1954. A young boy's first trip to the city. He sees tall office buildings, congested streets, apartment buildings, elevated trains, department stores, escalators. Teacher's Guide provided.

Filmstrips

How the City Is Fed. 27 frames, silent w/captions, color, $4.50, rental $1. Curriculum Materials, 1961. Part of the "City Community Workers" series, this gives an example of interdependence between neighborhoods. Shows how city dwellers rely on farmers to produce their food, and many kinds of transportation and workers needed to bring the food from the farm to the city.

People of Other Neighborhoods. Approx. 25 frames, silent w/captions, color, $4. Eye Gate House, 1954. This filmstrip is in the "Trips Here and There" series. A boy and his mother take trips to a variety of neighborhoods in New York City, ranging from poor slums to Park Avenue apartment. Shows street scenes of areas dominated by various groups: Italians, Jews, Puerto Ricans, Chinese, Germans, Norwegians.

LESSON 4: Suburban Neighborhoods

PURPOSE OF THE LESSON

1. To help the children discover that because many families want to have a house and yard, and because land is cheaper in the suburbs than in the city, they buy homes in the suburbs.
2. To bring out that most of the wage earners who live in the suburbs travel to the jobs in the city.
3. To help the children understand that shorter working hours and improved transportation (better roads, more cars, rapid transit) have made it possible for people to live farther from their work.
4. To show that suburbs used to be built along railroads or interurban transit lines. Most of the families in these suburbs lived close to the train station. They did their day-to-day buying in the small shopping districts near the station, but went into the central city to make their major purchases (furniture, clothing, appliances, and so forth).
5. To help the children see that as more people bought cars, and as more highways were built, more suburbs could grow up around the cities.
6. To help the children discover that families in suburbs today do most of their shopping at large shopping centers which are easily reached by car.
7. To bring out that factories also have been moving to the suburbs. Land is more plentiful and cheaper there than in the city, so that it is easier for a factory to expand; there are usually good roads so that workers and materials can get to the factory easily.
8. To help the children understand that when families, stores, offices, and factories move to the suburbs, the city loses important sources of tax money.
9. To bring out that as suburbs grow, more and more farmland is used for buildings, stores, and highways, and the farms have to move farther from the city.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Why couldn't the geese find a place to land?
2. What do we call neighborhoods like Rockbrook that are built around the edge of the city, and where people live even though they work in the city?
3. What did Mickey discover while he was playing in the woods?
4. Who built the old stone fence?
5. Why did the farmer give up his farm?
6. Why was the man from the city willing to pay a good price for the farmer's land?
7. Who were the specialists who helped to build Rockbrook?
8. Why did the owner of the printing company want to build his plant in Rockbrook? (Lots of cheap land, good housing nearby, schools and recreation facilities for his employees, skilled workers, lower taxes than in the city.)
9. How did the people of Rockbrook feel about the idea of having a factory in their suburb?

Activities

1. To help the children discover the characteristics of the suburban neighborhood, they can study the picture "Suburban

Neighborhoods" on page 42 of the text. The class should discuss the following questions: Are the homes apartments or single-family houses? What can you see around each house? How is the size of the neighborhood affected if there are big yards around the houses? How do you think the land was used before the suburban neighborhood was built? (The land was used for farms.) Do you think the tree nursery is in a good location? Do you believe the owners of the shopping center picked a good place?

2. To show how a suburb is created, the class can prepare a mural showing the building of Rockbrook. The mural should depict the following scenes: stony, rolling farmland near the city; new houses being built on the edge of the city; a man bargaining with a farmer over the purchase of farmland; the man buying the land; the land being surveyed; a plan for the new suburb being submitted to the bank; the bank giving a loan; bulldozers clearing and leveling the land; streets being laid out; concrete foundations being poured; prefabricated houses being built; the area being landscaped; a school being built; families moving in; a shopping center being built.

3. To help the children discover why families move to the suburbs, the teacher can read them the story "Tim's New Friends." Class discussion should focus on why Tim's father sold his fields and why Chris's family moved to the suburbs. The children might want to act out the story. If they live in a suburb, they can ask their parents why they chose to live there, or the class can invite parents who have just moved to the neighborhood to tell the class their reasons for having done so.

4. To help the children discover why some people choose to live in a suburban neighborhood and others to live in a big-city neighborhood, the teacher can bring the class newspaper advertisements of homes in the suburbs and apartments in the city. The teacher can read them to the class and discuss the way the two kinds of advertisements appeal to families with different tastes and incomes. The teacher can copy the most important parts of the advertisements on the blackboard and ask half of the class to illustrate a suburban advertisement while the other half illustrates a city advertisement. The best pictures can be chosen for a display.

5. To familiarize the children with the elements of a well-kept older suburb, the children can turn to "Let's Take a Trip" on page 44 of the text. The pictures illustrate various characteristics of such a suburb: transportation linking the suburb to the mother city; single-family houses with large lawns; a street system designed to assure safety and a good flow of traffic; good schools; village stores and new shopping centers, churches, and community centers. The class can also suggest other elements of a good suburban neighborhood that are not shown in the photographs (a good water supply and sanitation, fire and police protection, and so forth). On the basis of the discussion and the pictures in the text, the class can prepare a table model of the suburb. Upon completion of the model, the children might want to invite their parents or another class and explain the model to them.

6. To show their understanding of the elements that make up a good suburban neighborhood, the children can prepare a mobile, putting the various elements on different arms of the mobile. Small cardboard cutouts can be used to represent good homes, transportation, the community center, shopping facilities, government services, play areas, churches, services provided by business, safe streets, and, of course, good neighbors. The class can use the pictures in "Let's Take a Trip" on page 44 of the text as a guide to some of these features.

7. To help the children understand that it is cheaper to build many houses at one time and on one stretch of ground, a visit to a suburban housing development under construction might be arranged. Afterward the class should discuss how it is less expensive and less wasteful of materials, tools, and land to build many houses at once on one piece of land than to build different kinds of houses on scattered pieces of land at different times.

   If such a visit is not possible, the class can invite a suburban real estate developer to explain how a new neighborhood is developed and how costs are kept down. He should also be asked to bring photographs showing the building of a new neighborhood.

8. To help the children understand some of the implications of building nearly identical houses in order to reduce building costs, the teacher can read the story "Glenmoore's New Look"

to the class. Discussion should touch on such questions as why the houses were alike, and why builders find it easier to develop areas this way. The class should also discuss how the Gilley family made their own home different from the others, and how the other families took up the idea.

9. Children living in a suburban area can visit a city neighborhood to see how it differs from their own. On returning to their classroom, they should discuss the following questions: Are people's homes mostly in apartment houses or in separate houses? If mostly in apartment houses, do people rent or own their homes? Are there lawns or yards between the buildings? Are the city homes older or newer than the houses in their suburban neighborhood? Are stores mixed in among the houses in the city neighborhood? Are stores close enough to homes so that families can walk from their homes to do their shopping? Do mostly young people or mostly old people, or a mixture of both, live in the city neighborhood? Was there a place where children could play? Where do people park their cars? If every family owned a car, could they all park close to where they live? How can people get from one neighborhood to another in the city?

   In discussing these questions about the city neighborhood that they visited, the suburban children become more aware of many features of their own neighborhood.

10. To acquaint urban children with many features of suburban neighborhoods, they may take a field trip to a new suburb nearby. They should try to observe the following:

    a) What transportation connects the suburb with the city?
    b) How long does it take to travel to and from the city?
    c) Does it cost very much to travel between the city and the suburb each day?
    d) Are there mostly young people and children in the suburb, or are there also many old people?
    e) Are there tall buildings in the suburbs? Why not?
    f) Are there more apartments than single-family houses?
    g) Are there lawns or yards around the houses?
    h) Do children have room to play in their yards?
    i) Do some children have a long way to go to school?
    j) Can they walk, or must they ride?
    k) Where do the families shop? What kinds of stores are there?
    l) Do most families have to drive when they go shopping?
    m) What goods or services must people go to the city to buy?
    n) Are there offices, factories, or other workplaces in or near the suburb where the suburban people could work?

11. The children might enjoy a game that would give them a chance to show what they have learned. It can be called "Stand Up for the Suburb." The class can answer the following questions, standing up if they think the suburb is the answer, remaining seated if they think the city is the answer.

    a) Which came first?
    b) Which is smaller?
    c) Which is larger?
    d) Which is more crowded?
    e) Which is quieter?
    f) Which has more people?
    g) Which has taller buildings?
    h) Which has more trees?
    i) Which has mostly single-family houses?
    j) Which has more different kinds of stores?
    k) Which has more birds?
    l) Which has more theaters, parks, museums, and hospitals?
    m) Which gives children more room to play?
    n) Which has more different kinds of jobs?
    o) Where do you live?

12. As a help in distinguishing between suburban and big-city neighborhoods, the class might try guessing what each of the following riddles describes.

a) In this neighborhood it is green all around, and after the rain the robins are busy hunting for worms.

b) In this neighborhood little children can look down and watch grownups go by.

c) In this neighborhood you will find all of us—babies in buggies, old men with canes, dogs on leashes, schoolchildren riding buses, mothers walking home with groceries, men selling newspapers.

d) In this neighborhood most of the fathers go far away to another place to work and come back home each evening to their families.

e) In this neighborhood people disappear into the earth each morning and evening and are carried through long tubes. Afterward they come up out of the earth and disappear again into piles of brick or stone.

f) In this neighborhood many families live over the heads of other families.

g) In this neighborhood more people ride together and fewer people ride alone.

h) In this neighborhood there are many, many new things—new houses, new trees in new gardens, new schools and new friends, and even new mothers, new fathers, and new babies.

i) In this neighborhood some people can look down from their windows and see lions and elephants behind a fence.

13. To sharpen their enjoyment of different kinds of neighborhoods, the children can look at the picture "Big-City Neighborhoods" on page 32 of the text. They should try to imagine the sounds that they would hear there. Perhaps the class would like to make up a poem about the city's sounds.

    Then they should look at the picture "Suburban Neighborhoods" on page 42 of the text. What kinds of sounds would they expect to hear there? Again they might want to make up a poem. The class can compare the sounds of the two neighborhoods to gain a sense of the difference between them in everyday life.

14. The same pictures used in Activity 13 can be used to help the children discover why so many families choose to live in the suburbs. With help from the teacher, they can make the following comparisons: Which neighborhood has more open space to play in? Which neighborhood has more fresh air? In which can more people own their own houses? In which do more people rent their homes? In which do people have more living space? In which are new houses easier to find and buy? In which are houses of the same size cheaper? Why? (Land is cheaper in the suburbs, and when many houses are built at the same time on one large piece of land, they can be built faster and cheaper.)

15. To help the children understand why some people prefer not to live in suburban neighborhoods, they can again study the pictures of the big-city and suburban neighborhoods on pages 32 and 42 of the text. This time the following comparisons can be made: From which—the suburban or big-city neighborhood—is the cost of travel to work cheaper? Would it be easier to move to another neighborhood if the family rented their home or if the family owned their home? In which of the neighborhoods could your family buy more goods and services? In which are there more choices of things to do for recreation? Does a family need a car in a suburban neighborhood? Is a car needed in a big-city neighborhood?

16. The class can be divided into a suburban neighborhood committee and a big-city neighborhood committee. One committee can paint a suburban neighborhood scene and the other a typical big-city neighborhood scene.

17. To bring out the factors that have contributed to the growth of suburbs, the class can again study the picture of the suburban neighborhood on page 42 of the text and "Let's Take a Trip" on page 44, and discuss the following questions: Could people live in the suburbs and work in the city if there were no automobiles, buses, or trains? Could people live in the suburbs if they could not afford to buy a car? Could people live in the suburbs if they had to work a very long time every day? After the discussion the children can summarize their findings by preparing a series of drawings entitled "Why People Can Live in Suburban Neighborhoods." Individual drawings could

have the following captions: Today most people work only five days a week. Today people earn more. Today people can afford to buy cars. Today there are good roads between the city and the suburbs. Today many people can borrow money from banks to buy houses. (And other captions as the discussion warrants.)

18. To give the children the background of the historical development of the suburbs, the teacher can tell them the story of suburban growth, emphasizing the following points: At first most people lived on farms. When people learned how to produce food faster and better, most people moved away from the farms to the city, where they produced goods and services. As the cities grew larger and more crowded, the green lawns and trees were covered by more and more buildings and streets. Many people began to miss the trees and grass. But it was very difficult and expensive to live outside the city and travel to it to work. Only rich people could do this. Then railroads were built. Wherever the trains stopped outside the city, people who could afford to built houses, most of them within walking distance of the train stop. The suburban neighborhoods grew along the railroads and around the stations the railroads built.

    Then the automobile was invented, and more roads were built in every direction from the city. More and more people could afford cars, and more and more people could afford to drive outside the city. Builders bought farms along the road. They built many houses at one time because it is cheaper to do it that way. Then many people could afford to buy houses and automobiles.

    Because so many people live in the suburbs today, and because land is still cheaper there than in big cities, many factories and offices are moving away from the cities to the suburban neighborhoods. Factories and offices in the suburban neighborhoods give jobs to people living there. They also pay taxes to the suburbs. These taxes help pay for schools, roads, police and fire protection, water, and sanitation. As people, factories, and offices move away from the cities, the cities lose taxpayers and have a more difficult time paying for streets, schools, fire and police protection, and other services.

    Each of the items in the history of the suburbs could be made into a picture by a child and the scenes pasted to a strip for a roller movie (see instructions in Activity 7, Part I, Lesson 1).

19. To underline the great importance of cars in a suburban neighborhood, the teacher can ask each child to write down the number of cars his family owns. (No names need be signed to the slips of paper used.) The survey will probably show that all the suburban families have a car, and some probably more than one. The teacher in the suburban neighborhood can point out that in a big-city neighborhood fewer people would have cars because the city has better public transportation and because there is not enough parking space.

    If the survey is conducted in a big-city neighborhood, the results will show that fewer families have cars. The teacher can point out that in the suburbs most families need cars and many have more than one because of the distance to work and to schools, stores, other homes, and so forth. The teacher should also indicate that there is adequate parking space in the suburbs.

20. To help the children discover why many factories are being moved from the very busy city neighborhoods to suburban neighborhoods, the teacher can have them read the story "Green Meadows Park" on page 46 of the text. After the reading, they might enjoy acting it out. Children can represent the heads of the four companies involved. The four factories can be located in the four corners of the classroom, representing four remote city neighborhoods. At the front of the room a large green area (designated with green chalk or construction paper) should be labeled "Green Meadows Park." The child playing Mr. Able complains about the congestion in the city and how difficult it is for him to divide the labor in his tall, narrow factory building. He wants a long, low building where his workers can work side by side. Then the second, third, and fourth factory owners rise and explain why it is better for them to move as well. They discover Green Meadows Park and see that it has the necessary space and transportation; and finally the four manufacturers, along with many of their workers, settle down there.

21. As a follow-up to the playlet described in Activity 20, the class can discuss who benefited from these moves and who suf-

fered from them. For example, the four factories and the workers who moved with them benefited. The workers who lost their jobs or did not want to make the move suffered losses. The stores of the city lost customers. The city itself lost taxes. But the suburban shopping center gained customers and the suburb gained taxes. The suburban neighborhood did, however, lose open land; and if a larger waterworks or additional water and sewage lines were required by the factories, these would cost the suburban area a great deal of money. After the discussion the class can prepare a display entitled "When Factories Move to Suburban Neighborhoods." The children should draw pictures to illustrate the various points made in the discussion and arrange them under two subheads, "Who Wins" and "Who Loses."

22. Also in connection with the story "Green Meadows Park," the class can discuss the fact that one factory often attracts other factories. The presence of lumber mills means a good supply of wood, and hence furniture factories may locate nearby. A television set factory may attract factories making the electronic parts for the TV sets. The children may enjoy making a mural illustrating the interdependence of the ABC Can Company, the Peachy Paint Company, Tiny Tot Toys, and the Tip Top Table Company.

23. To develop an understanding of why farmers who have land on the edges of cities are willing to sell it to housing developers, the class can act out the following playlet.

    Scene I: One child, playing the farmer, figures that he has earned $3000 from his vegetable farm during the past year. He is telling his wife of his earnings when there is a knock at the door. There is a man at the door who wants to buy the farm and build houses on it. The farmer is willing to sell if he can get a good price for his land. The developer offers him $80,000.

    Scene II: The farmer sells his land and takes the $80,000 to the bank. The bank tells him that at the end of the year he will receive $4000 interest on the $80,000.

    The class should discuss whether the farmer was better off financially because he sold his land.

24. To show that neighborhoods can gain from sharing services, the teacher can read the story "Sunny Acres and Shady Grove" to the class. As a follow-up, the children can survey their own neighborhood to find services that it shares with other neighborhoods, such as fire and police protection and the library. The class can discuss how much waste there would be and how much poorer services would be if neighborhoods did not share.

25. To help the children discover how important it is that neighbors work together to improve their neighborhoods, the class can invite a person who is active in the public affairs of a suburban neighborhood to explain some of the important projects that people there undertake together. He should also explain to the class how the neighbors decide which ideas to accept and which to reject.

26. Using the picture "The Suburban Neighborhood" on page 42 of the text, the class can discuss whether it likes the way the suburb in the picture is laid out. They can try to think of ways to improve it. For example, the yards are large and the walking distance to the school is rather long. Would it have been better to put the school in the center of the suburb? (The school playground would also be easier to get to for more children in after-school hours.) Should the suburb have a community center where children and adults could get together?

27. As a review of the lesson, the class can read "What Did We Learn?" on page 49 of the text. As each statement is read, the teacher can explain its meaning, drawing on examples from activities performed in class and on the pictures accompanying the statement. The children should be encouraged to give examples, either from material covered in class or from personal experience, that bear out the statements made in the review.

28. The following activities can be completed in the Activity Book.

    a) 4A: "How Do People Get to Work from a Suburb?" The children should understand that the activity is concerned with all the common methods used, although some—for example, the subway—may not be used by commuters from suburbs they know. After completing the activity, a class discussion should bring out the vital role of transportation in the growth of the suburbs.

    b) 4B: "Is the Suburb Old or New?" The teacher should be sure that each picture is fully understood by the children before they begin the activity. After completing the activity, the class can reconstruct the historical pattern of suburban development that was traced in the lesson.

STORIES, POEMS, SONGS

Tim's New Friends

by Bettina Smith

"Cockadoodle-doo! Cockadoodle-doo!" Rusty, the big red rooster, was waking up the farm. Tim Long opened his eyes and saw the sun peeping in his window. It was going to be a fine spring day.

"Woof! Woof!" There was Ben, the farm dog, saying he was ready for work. "Mooooooo!" The cows in the barn wanted to be milked. Tim loved to hear the waking-up sounds of the farm. He had listened to them almost every morning of his eight years.

"Clankety-clank! Clankety-clank!" Tim sat up. That was a new sound! What could it be? He jumped up and ran to the window. There, in the field across the road, were two yellow bulldozers. He could see the big blade that each machine had in front.

On each bulldozer sat a man wearing a shiny metal helmet. Two other men were looking at a big sheet of blue paper and pointing this way and that. The bulldozer drivers came over and listened. Then they climbed back on the machines and drove out into the field with another loud "clankety-clank!" Tim jumped into his clothes as fast as he could and ran downstairs and out the door.

"Come on, Ben," he said to the big dog waiting on the porch. "Let's go see what those bulldozers are doing in our field."

Tim and Ben ran out of the yard and across the road. Ben began to bark. The two men holding the blue paper looked up at them.

"Hi!" said one of the men. "You're up bright and early this morning. What's your name?"

"I'm Tim," he answered. "What are those bulldozers doing here?"

"We're using them to clear the land so we can start digging."

"Digging what?" asked Tim. Now Ben was growling at the bulldozers.

"We're going to dig out basements, and then we're going to build houses and put in streets."

"Hello, there!" said a new voice. It was Tim's father, crossing the road. Tim was very glad to see him. He couldn't understand why these men were going to put houses and streets on his father's land.

"Good morning," said one of the men. "I'm Steve Rojack, and this is my helper, Andy Anderson."

"Glad to know you," said Tim's father, shaking hands with the two men. "I'm John Long. I see you've already met my son, Tim."

The man named Andy smiled at Tim. "Well, Tim isn't very talkative. But we'll have lots of time this summer to get acquainted."

Mr. Long looked at Tim and said, "Maybe he's a little quiet because he's wondering what's going to happen to this field. Tim and his dog used to play here a lot." Then he turned to Tim. "Tim, I thought it was a good idea to sell this field when I got the chance. You know, we were never able to grow much here, and with the new highway running out this way, it should be a good place to build houses."

"That's right," said Mr. Rojack. "The new highway makes it much easier for people who live out here to get into the city to work." He looked around at the hills and fields. "Now a lot of people will want to live here. This is nice country."

Tim still didn't like the idea much. He and Ben used to run and hide and track animals and camp out in this field. He couldn't imagine how it would look filled with houses and streets.

He looked at the sheet of paper the men were holding. It was blue with white lines and squares all over it. "What's that?" Tim asked.

"That's a blueprint," said Mr. Rojack. "It's a kind of picture of where the new streets and houses will be. These lines are the streets, and the squares along here are the houses."

"What's that big one?" Tim asked, pointing to a large square.

"Oh, that's going to be the school," answered Mr. Rojack. "You see, most of the families that move here will have children. Your school won't have room for them all, so we're going to build one here."

"Right in this field?" Tim looked surprised.

"Sure," Mr. Rojack smiled.

Tim looked at his father. "Gosh, that means I'll be able to walk to school in just a few minutes instead of taking the school bus."

"That's right," said his father.

Tim began to feel a little happier about the houses in the field. "Will I be going to that school next fall?" he asked.

"You sure will," said Mr. Rojack. "The school's going to be finished by September. Then we start on our next job—a big shopping center a few miles down the highway, on some fields on Martin's farm."

"What's a shopping center?" asked Tim.

Mr. Rojack laughed. "He sure asks a lot of questions," he said to Tim's father. "Not so quiet anymore, is he? Well, Tim, a shopping center has all kinds of stores in one place—a grocery store, drugstore, hardware store, furniture store. The people who live in these houses will do most of their shopping there."

"Why don't they just go into town to shop, like we do?" Tim asked.

"It's much more convenient at the shopping center. They can just drive a few miles, park in a big lot, and buy everything they want right there. In town it's crowded and harder to park, and you have to walk farther from store to store."

Tim thought a shopping center sounded interesting.

"Can I come and watch you build it?" he asked.

"Sure, if your dad will let you." Mr. Rojack chuckled.

"Tell him about the park, too," said Andy.

"That's right," said Mr. Rojack, pointing to the blueprint. "Up here we'll have a playground and a field for baseball and football."

Tim's eyes shone. "Football! Baseball!" he said excitedly. "Will there be enough boys here for us to have a real football game?"

"There sure will," said Andy.

Tim was very happy now. He wanted to play football and baseball, but he was too young to play on the school team, and there weren't any neighbors to play with. Even though Tim loved the farm, he often wished there were other boys around to play with. He decided it was a good idea to build houses on the field, after all.

"We'd better get back to work now," said Mr. Rojack.

"Come on, Tim, we have some chores to do too," said Mr. Long.

"Goodbye," said Tim, and went to help his father in the cow barn.

All through the spring and summer Tim watched Mr. Rojack and Andy and the other men work in the field. They dug basements and poured concrete and laid out streets. Carpenters and bricklayers and painters came to put up the houses. Many large trucks came. There were many different parts of houses on the trucks. There were window frames and door frames and even some walls. Soon many houses were standing in the field.

The houses weren't like Tim's house. They were longer and lower, with only one story and no front or back porches. They all had big picture windows. Some were bigger than others and they were painted different colors, but to Tim they all looked pretty much alike.

But there was one house that especially interested Tim. This one was right across from Tim's house. It was the one closest to the road. As he watched it going up, he wondered what kind of people would be living in it. He hoped there would be some boys who liked to play football and baseball. He began to get excited as one by one the houses were finished and people began moving in.

One day a big moving truck pulled up to the house that Tim had been watching. Men began moving furniture into the house. Tim sat on his front porch and tried to see whether any footballs or baseball bats went by. He saw chairs and beds and rugs and tables. Then he saw a two-wheeled bike. That made him sure at least one boy lived there.

Tim waited and waited. Finally a shiny new car drove up and parked in front of the house. He leaned forward expectantly. First a man got out the front and walked around to open the other front door. Out came a lady carrying a chubby, wiggly baby. But Tim wasn't interested in babies. He saw another head in the back seat, and *that's* what he was waiting for.

Finally the back door opened, and out came two sneakers, two legs in blue jeans, two tan arms, a not-very-clean shirt, a freckled face—and two carrot-red pigtails! There was no doubt about it—it was a girl! Tim kept looking at the car, but nobody else got out.

Tim was very disappointed. As he went to the barn to help feed the cows, he began to miss the old field, where he could play and run with Ben. He hadn't counted on having a *girl* for a neighbor.

When he came back from the barn, she was standing at the edge of the road, staring at Tim's house. When she saw him, she crossed the road and stood at the bottom of his porch steps, looking up at him.

"Is this a real farm?" she said.

"Of course," answered Tim. What a silly question!

"Do you have cows and pigs and chickens?"

"Yes."

"Can I see?"

"Uh, I can't show you today." He didn't want to take a girl around.

"I'm Jill. What's your name?" asked the girl.

"Tim," he said.

There was a short silence. Then the girl pointed back across the road to the houses. "Aren't those yards big? See all the trees! We moved here because Mommy and Daddy said we needed more outdoor space to run and play, now that we have a new baby brother."

Tim thought the yards were pretty small for running and playing, but he didn't say anything.

"We have a new car," said Jill. "It's blue. My mommy and daddy said we'd need a car in the country. We used to take buses and taxis, but they said people would have to drive their own cars here."

Tim thought Jill talked a lot. He wondered what a taxi was, but he didn't want to ask her.

"What kind of school do they have here?" asked Jill.

"They're building a brand-new one," he answered, "right over there."

"I hope they have a good gym for my brother," said Jill.

"Your brother?" said Tim. "What can a baby do in a gym?"

Jill laughed. "Not my *baby* brother. My *older* brother—he's away at summer camp now."

"Older brother?" said Tim with a surprised squeak. "How old is he?"

"Ten. Can I help you milk the cows?"

Tim began to change his mind about Jill. "Tomorrow you can. Does he like to play football and baseball?"

"Sure. Can I help you get eggs from the chickens?"

"O.K.," said Tim. "What's your older brother's name?"

"Chris," answered Jill, and they went to collect the eggs.

"Cockadoodle-doo!" It was a morning in late summer.

"Woof! Woof!" "Mooooooo!" Tim opened his eyes and smiled as he listened to the familiar morning sounds of the farm.

Grrrrrr-chuga-chuga-chuga-chuga." This was another familiar morning sound now, from across the road. It was the sound of the fathers starting their cars for the drive to work in the city.

Then Tim heard, "Hey, Tim. Come on out!"

Tim ran to the window and shouted an answer. He dressed in a flash and hurried downstairs. "Hi, Chris. Let's go!"

"Hi, Tim," came the answer. "Let's milk the cows first. Then let's go over to the park and I'll show you some more football plays."

And the two neighbors went off together.

Glenmoore's New Look

by Dorothy Light

The Gilley family was about to spend their first night in their new home. The Gilleys had moved to the suburb of Glenmoore. All day long Mrs. Gilley and her twin daughters, Joan and Jane, had helped the movers unpack their belongings. Mr. Gilley was at work in the city.

Mrs. Gilley and the twins were in the kitchen unpacking boxes of dishes and food. Mrs. Gilley passed some plates to Joan and said, "You know, girls, I'm really happy we're living in Glenmoore. I think this is a very nice house. We have a big backyard and you each have your own bedroom . . . but this house looks exactly like every other house on Oak Drive. Every house is the same size. Every house is painted white."

"Yes," agreed Joan, putting the plates in a cupboard, "and each house has the same walk going up to the front door."

"And each house has a big picture window," added Jane.

"Well, girls," said Mrs. Gilley, "I think we ought to talk to your father about this when he gets home. Right now let's start dinner. He should be home by six o'clock."

Mrs. Gilley soon had dinner ready. Joan and Jane set the table. As a final touch, Mrs. Gilley put some white candles set in gleaming brass candlesticks on the table. The Gilleys' first dinner in their new home would be a grand affair.

The girls sat down at the table. "Mother," asked Joan, "do you remember when people said that Jane and I looked exactly alike?"

"Yes, I do," said Mrs. Gilley. "You dressed the same and wore your hair in bangs. No one could tell which was Joan and which was Jane!"

"Yes," laughed Jane, "and we always wore the same colors, too. Even you weren't always sure which of us was which."

"No, I wasn't," said Mrs. Gilley, "but I am now that your hair is longer and Joan's is still short. And you wear different dresses."

"Our friends don't get us mixed up anymore, either," said Joan. "Now our faces still look alike, but that's about all."

They were silent for a moment. Then they all smiled at each other.

"Girls," said Mrs. Gilley, "when your father comes home tonight, why don't we talk about dressing our house differently from the other houses?"

"We could paint the house green and the shutters white," said Joan.

"We could grow red roses on a trellis in the front," said Jane.

"Oh, yes," said Joan, "and we could plant blue violets around the shady bottoms of the trees . . ."

"And put pretty curtains in our big picture window," added Mrs. Gilley. "I only hope your father will want to dress up our house, too. Your father—Oh my goodness! Your father! Where is he?"

Mrs. Gilley and Joan and Jane looked at the clock on the wall. It was almost six o'clock.

Mr. Gilley looked at the clock in his car. It was ten minutes to six. Hmm, he thought, the expressway from the city is sure a fast way to get home. I'll be at the house by six.

Mr. Gilley drove from the expressway onto the curving streets of Glenmoore. Darkness was beginning to settle on the low white houses of the suburb. Mr. Gilley smiled. Soon he would be eating dinner with his family. He turned the car down a wide winding street. One, two, three. His house was the third white house on the left. As Mr. Gilley turned into the driveway and stopped his car, he saw another car parked under the carport.

I wonder who that car belongs to, he said to himself.

Mr. Gilley walked from the driveway to the front of the house. Lights glowed from the inside. His family was waiting for him. Mr. Gilley began to whistle as he got out his house key and put it into the lock. The key wouldn't turn! He tried again. The door still wouldn't open.

"This is my house, isn't it?" he muttered. He looked at the house number. Yes, that was his house number: 442. Suddenly the porch light was turned on. A man Mr. Gilley had never seen before stood in the doorway.

"Yes, what can I do for you?" the man asked.

Mr. Gilley was so surprised that he didn't say a word.

"Yes, what can I do for you?" asked the man again—this time in a louder voice.

"Uh," stammered Mr. Gilley, "isn't this my house? Four forty-two Oak Drive?"

"Oh, no," laughed the man, again very loudly, "this is four forty-two *Elm* Drive! Oak Drive is one block over. You came down the wrong street."

"Uh, yes, well, thank you," said Mr. Gilley. Mr. Gilley left 442 Elm Drive with a very red face.

"Where *is* your father!" said Mrs. Gilley. "Here it is, twenty minutes after six and dinner's almost ruined!"

Just then the front door opened. In stepped Mr. Gilley.

"I'm sorry I'm late," said Mr. Gilley in an embarrassed sort of way, "but I thought I would drive around the neighborhood to get to know it a little better."

"Oh," said Mrs. Gilley. "Well, let's all sit down now and have dinner before it gets cold."

After dinner the Gilley family began to talk about their new home.

"Dear," said Mrs. Gilley, "before dinner the girls and I were talking about this house. I think this is a very nice house, but it looks like every other house on the street. Every house—"

"I know what you're going to say," said Mr. Gilley, "and I agree. I think we ought to dress up this house."

"Oh, you mean we could paint the house green?" asked Mrs. Gilley.

"Yes," said Mr. Gilley.

"And the shutters white?" asked Joan.

"Yes," said Mr. Gilley.

"And red roses on a trellis and blue violets around the trees?" asked Jane.

"Yes," said Mr. Gilley, "and not only these things, but a sign, too. I'll put our name and house number on it and hang it where everyone can see it. I want this house to be our own special home."

The Gilleys started to make changes in their home as soon as they could. Little by little, the changes began to show. Mr. Gilley painted the house green and the shutters white. When spring came, the blue violets peeked out from under the trees, and red roses started their long climb up the white trellis.

Soon all the neighbors on Oak Drive saw how pretty the house was, and how special it looked.

One night Mr. Gilley drove slowly down Oak Drive. He noticed that some of his neighbors had started to make little changes in their homes too. Some had trimmed their lawns with flowers. Others had planted bushes and flowering shrubs.

"Look what we started," said Mr. Gilley, when he reached home. "Everyone's house looks nice, and every house is a little different."

"Yes, dear," said Mrs. Gilley. "Oak Drive does look nice. The neighbors are happy with their homes, and we are happy with ours. And just think, only a short time ago all our houses looked the same. Remember how our neighborhood looked before all the changes?"

"Yes," said Mr. Gilley.

"I wonder if anyone had trouble finding his own house," said Mrs. Gilley. "Wouldn't that be silly?"

"Very silly," said Mr. Gilley.

Sunny Acres and Shady Grove

by Leon Trachtman

Sunny Acres is a *very* sunny neighborhood. The families who live in Sunny Acres like sun. They like to put on shorts and swimsuits and big straw hats and lie out in the sun and turn red and brown.

Shady Grove is another neighborhood, right next to Sunny Acres. It has lots of trees and it is *very* shady. The families who live in Shady Grove like shade. They like to hang hammocks between trees and lie in the shade and let leaves fall down on them.

One day a group of families in Sunny Acres were feeling particularly red from the sun. They decided that it would be a good idea to have a swimming pool. Even families that like to lie in the sun and turn red and brown like to be able to cool off in a nice swimming pool. Neighbors talked to neighbors, and soon everybody living in Sunny Acres agreed that they wanted a pool.

About the same time, a group of families in Shady Grove also decided that they would like to have a swimming pool. A man in Shady Grove said, "After you have been lying in a hammock under the trees for a long time, leaves have fallen on you, and the squirrels in the trees often drop little pieces of nutshell on you. Wouldn't it be nice to be able to jump into a nice clean pool and wash off all the leaves and nutshells?" All his neighbors agreed that they wanted a pool.

Now, the people in Sunny Acres hurried and hired a man to build a pool for them. They wanted a big pool with a smooth tile floor and walls so that people would not scratch and scrape themselves, but the builder told them they did not have enough money. He could only build them a small pool with a rough floor and walls.

The people in Shady Grove wanted a nice pool too. They wanted a pool with a paved terrace around it, and tables and chairs and sun umbrellas, and a little house nearby with showers and clothes lockers in it, and a diving board and tower at the deep end of their pool. But the builder told them that they did not have enough money either.

The Shady Grove pool was to be built where the Sunny Acres fields began. The Sunny Acres pool was to be built close to the Shady Grove trees. One Monday morning a bulldozer and a truck came to start scooping out the earth for the Sunny Acres pool. At just that time, another bulldozer and truck came to start digging the hole for the Shady Grove pool.

One bulldozer operator called to the other, "What are you doing?"

The other answered, "Digging a hole for a swimming pool with a rough floor and walls. What are you doing?"

"Digging a hole for another small swimming pool without a terrace and without lockers and showers and without diving boards," said the other.

"My, my!" said the second bulldozer operator. "For what the people are paying us, we would dig a very large hole for a very large pool."

"Yes," said the first. "Only one set of pipes instead of two. Only one of everything instead of two."

"The Sunny Acres neighborhood and the Shady Grove neighborhood could have a bigger and better pool and more of everything if they decided to build one pool together."

One bulldozer operator ran to the Sunny Acres meeting hall to tell everyone in Sunny Acres about the idea he and the other bulldozer operator had. The other operator ran to Shady Grove to do the same.

The people in Sunny Acres weren't sure they liked the idea. They didn't like to lie in hammocks under trees. The people in Shady Grove weren't sure either. They didn't like to lie in the sun and turn red and brown. Then one of the bulldozer operators had a good idea.

"Why not plant lots of trees around one end of the pool, and leave the other end open and sunny?" he said.

The Sunny Acres people and the Shady Grove people all thought that would do fine. So they had a big, big pool built for both neighborhoods with a smooth tile floor and walls, and a diving board and tower, and a paved terrace with tables and chairs and sun umbrellas, and a little house with lockers and showers. And it still cost less than two small pools without all these things.

Around one end of the pool were many trees, and at the other end was open, sunny space. Do you know? After a time some of the people from Shady Grove went to the open end and began to turn a little red and a little brown in the sun. And some of the people from Sunny Acres went to the wooded end and lay in hammocks in the shade and let leaves drift slowly down on them.

And they were all very, very happy with their Shady-Sunny Pool.

LESSON 5: Farm Neighborhoods

PURPOSE OF THE LESSON

1. To help the children discover that in a farm neighborhood, home and workplace (the farm) are usually combined.
2. To help the children understand that the price of land in a farm neighborhood is determined by its fertility, climate, and the demand for the products for which it is suited.
3. To help the children discover that farming today is becoming increasingly specialized and is making more use of science and technology. Because of this, and because farmers want to increase their cash incomes, individual farms are increasing in size.
4. To show that with new machines and methods, farmers today can work more land and obtain a greater yield per acre of land. Hence fewer farmers are needed and many of them are moving to towns or cities.
5. To bring out that farmers have many interests in common (weather, market prices, equipment, labor problems, production methods).
6. To show that people in farm neighborhoods readily exchange favors and information.
7. To help the children understand that since the farmer has no control over the price of the crops he produces, only those farmers who produce fastest and best can stay in business.
8. To help the children discover that the farm neighborhood is aided by the government, which helps farmers to cut production cost through expert advice, and which helps some farmers to get better prices for their products.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. In the farm neighborhood, what is the land used for?
2. Since most of the land is used for growing plants and animals, are the homes far apart or close together?
3. Are farmers neighborly people?
4. What does Carl Vargas grow on his farm?
5. Do you think Mr. Vargas is a good farmer? Why?
6. Does he use expensive machinery? Why?
7. Why did Mr. Vargas want to buy more land?
8. Why was Mr. Grayson thinking about selling his farm?
9. Why didn't Mr. Grayson do as well on his farm as his neighbor, Mr. Vargas?
10. How did Mr. Grayson's family feel about selling the farm?
11. What did Mr. Grayson plan to do if he sold his farm?

ACTIVITIES

Part I

1. To demonstrate that farmers are important producers because they raise most of our food and many raw materials for factories, the class can make a list of farm products. The teacher can encourage the children to think of the more unusual products (wool, Christmas trees, trout, honey) as well as the

obvious ones (corn, wheat, milk, fruit, cotton). The children can make drawings of the products on the list and arrange the pictures in a display entitled "Farms Produce Many Kinds of Food and Raw Materials."

2. To help the children discover some of the characteristics of the farm neighborhood, the class can study the picture "Farm Neighborhoods" on page 52 of the text. Class discussion can be based on the following questions: What do you think these farms grow? What is the difference in size between the two farms? Which is more prosperous? How do you think the little town in the background makes its livelihood? How do the farm children go to school? What is the tall building in the upper right-hand corner? What is its purpose? Do you think the wheat farmer at the right has a big farm? Do you think he needs lots of savings to keep his farm in good condition? If so, why? Do you think that all the wheat produced here will be consumed here and in the next town? Where do you think it will be used? (All over the world.) How many other farms compete with Mr. Vargas? (Millions all over the world.) How much difference does his production make in the supply and price of wheat?

3. To help the children understand how the use of land may change from rural to urban, the teacher can read "How a Farm Neighborhood Changed" to the class. The class can discuss how important it is that farmers try to grow more abundant and profitable crops on their land to make up for having less land to use. When the farmer was a boy, wheat grew on the big farms in his neighborhood. As the city grew, more land was needed for highways and for suburban neighborhoods. The farms became smaller because farmers sold all or part of their land for urban development. These smaller farms were turned into truck farms, and the vegetables were sold in the city markets. Finally the truck farms were sold so that the land could be used for an airport. The farmers in this neighborhood had common interests. They grew much the same crops—first wheat, then vegetables. They also shared the problem of the growing city.

4. To help the children understand how such factors as climate and terrain help determine farmers' choice of crops, the teacher can prepare a pictorial map of the United States showing the major agricultural products of the different regions. The map can be entitled "Land and Climate Make Farmers Divide the Labor." The children can speculate on the reasons why farmers in different regions specialize in certain crops. For example, cotton needs a warm climate, so it is grown in the South rather than in the Northern states. In California and Florida, farmers raise oranges and other citrus fruits. The wide-open plains of Texas and other parts of the West are used for cattle ranching, because there is abundant grassland and the soil is not good for many crops. On the flat prairie land of the Midwest, grain crops can be easily planted, cultivated, and harvested with machinery. The hilly land of Wisconsin is better for raising cows than for growing large crops, so dairy products are a specialty there. Outside most large cities are chicken, dairy, and vegetable farms that supply people in the city with fresh food.

5. To become acquainted with different types of farms, the children can study "Let's Take a Trip" on page 54 of the text; they will see a cattle ranch, vineyards, orange groves, and cotton, hog, duck, egg, and dairy farms. Using the background material entitled "Eight Farms," the teacher can tell the children more about the farms they seem especially interested in.

   The discussion can bring out why these specialized farms have developed in different regions, what the farmers' risks may be, why savings are necessary, and what the special problems of the farms are. The activity can be related to Activity 4. The class can discuss how skill and technology (wind machines and irrigation) aid farmers of specialized crops.

   The children can also look through such magazines as *Life* and *Look*, or through various farm magazines, to find photographs of specialized farms. These can be assembled in a display called "Farms Are Different from Each Other."

6. To demonstrate the wide variety of farm equipment used in the United States, the class can prepare a display using pictures from magazines or from farm-machinery brochures and

catalogs. The teacher might obtain illustrated advertising materials from such companies as:

Allis-Chalmers Manufacturing Company
Box 512
Milwaukee, Wisconsin

Deere & Company
John Deere Road
Moline, Illinois

Ford Motor Company, Tractor Division
2500 East Maple Road
Birmingham, Michigan

International Harvester Company
180 North Michigan Avenue
Chicago, Illinois

Massey-Ferguson, Inc.
12601 Southfield Road
Detroit, Michigan

The pictures and descriptions in the display might include equipment that is particularly useful to certain regions: for example, cotton-picking machines in the South, wheat combines in the Plains states, milking equipment in dairy states.

If there is a farm-equipment store in the vicinity, the class might visit it to view some machinery and find out its cost. This would help illustrate how expensive modern equipment is, and why it is necessary to have a large enough farm to make the best use of the machinery.

7. To illustrate how new tools and machines help farmers do their work faster and better, the class can plan and prepare displays based on the following data. Some of these bits of information might lend themselves to humorous treatment.
    - *a)* A farmer actually telephoned an airport recently to ask a pilot to come and buzz the crows because the scarecrow was not doing the job. (This might be made into a comic-strip sequence.)
    - *b)* Twenty years ago farmers could plow and plant at the rate of two miles an hour; today it is six miles an hour; in the not-too-distant future it will be ten miles an hour.
    - *c)* A mechanical cotton picker does the work of forty pairs of hands.
    - *d)* A machine can shake apple trees so that the fruit falls into boxes below.

8. To help the children realize the importance of machines to modern farmers, the teacher can pose this question for discussion: If a farmer needs to equip a big wheat farm and he is thinking about buying tools to work with, should he buy a shovel, which costs only $5, or a tractor, which costs $5000? Why?

9. To help the children speculate on farming in the future, the teacher can tell them about experimental machines or methods such as the ones described below. The children might enjoy drawing their own versions of the farm machines of tomorrow.
    - *a)* One farm-equipment company can wire a field so that riderless machinery can work the field.
    - *b)* One method of planting uses an all-purpose attachment on the tractor; this device plants seed, places fertilizer, and sprays against insects and weeds.
    - *c)* There are vegetable-picking machines that can tell which vegetables are ripe.
    - *d)* Scientists are trying to develop dwarf trees that can grow as much fruit as the bigger trees. Machines could work better with the dwarf trees.

10. To make the children aware of rural poverty, the teacher can read the story "Down Down the Mountain" to the class. The children can discuss such questions as these: Why was there no money to spare for shoes? (The parents couldn't produce enough food to sell.) Why wasn't the farm profitable? (The land was rocky and hilly; perhaps the soil was poor; there were insect pests; the farmer didn't have savings to improve his farm; the road between the farm and market was poor.) What advice did Granny give to Hank and Hetty? Why were turnips a better crop than pumpkins for Hank and Hetty to grow? Was it easy for the children to take the turnips to market? Why didn't they get all of the turnips to market? What was their reward? The teacher should emphasize that there are

many farmers in the United States who earn very little because of conditions similar to those in the story.

11. To help the children discover why fewer farmers are needed today, two children can act out a demonstration. (Thirty-eight cutout baskets of food can be prepared beforehand by the class.)

    One child plays a farmer of a few decades ago, before tractors were widely used and when less was known about the use of fertilizers and good seed. He pretends that he is plowing his field with a horse-drawn plow. After planting and harvesting his crop, he picks up seven of the food baskets; he keeps one for himself and sells the other six.

    Another child plays the modern farmer, pretending to use a tractor to work the same field. But he picks up thirty-one baskets of food, keeping one and selling the other thirty.

    The teacher can then lead a discussion of the reasons for the greater production of food today by fewer farmers. (Better equipment and more know-how.) The discussion should also bring out that since fewer farmers are needed today, many have moved to towns and cities and more people are available to produce other goods.

    The class might also visit a historical museum to see the simple farming equipment used long ago. Or the teacher can show pictures of farm machinery, old and new, in recent editions of children's encyclopedias.

12. To help the children understand why many farmers are selling their land and moving to town, the teacher can review the recorded lesson. The children can discuss several other possibilities for Mr. Grayson besides selling to Mr. Vargas. They should give the advantages and disadvantages of each possibility. For example, could Mr. Grayson work part time in town but still keep and work the farm? Could Mr. Grayson rent the fields to Mr. Vargas and continue to live in his farmhouse while working in town? Or could he stay on his farm and produce something other than wheat? (No, because the land and climate in this area are best suited for growing wheat.)

13. To strengthen the main idea of the recorded lesson, that many farmers are willing to sell their land to other farmers, the following demonstration can be acted out:

    Four children play farmers; each stands behind a desk, which represents his field. The teacher explains that all four farmers have about the same soil, and all four produce wheat. The first farmer and his son produce five truckloads a year; the second produces one truckload a year; the third farmer, two truckloads; and the fourth, three truckloads. (Cutout trucks might be placed on each field to represent the yield.)

    The children discuss why the first farmer can produce more than the others. The discussion should develop the idea that the first farmer has better training and equipment.

    The teacher asks the first farmer if he thinks it worthwhile to buy a second farm. The discussion should bring out that the farmer and his son do not fully use their time or equipment. They are interested in buying more land.

    The teacher asks the class: "Which of the three other farmers would be most willing to sell—the one who produces one truckload, two truckloads, or three truckloads?" The answer is obvious—the farmer with only one truckload, because he gets the least return for his work. He and the first farmer then make a bargain with each other. The process can be continued until all three farms are bought by the first farmer; however, the game can be cut short with the purchase of the third farm. The teacher can point out for discussion that if the first farmer bought the fourth farm, he might have to buy new equipment and might even have to hire workers. With increased cost, it might not be profitable for him to buy the fourth farm.

14. As a review of Part I the class can read "What Did We Learn?" on page 59 of the text. As the statements are read and discussed, the teacher may want to pay special attention to the ones that received less emphasis than others during the week's work.

Part II

1. To help the children discover that most farmers try to find new ways to produce more on their land and are willing to share new ideas with other farmers, the teacher can read the

story "The New Field of Oats" to the class. Afterward the class can discuss why Mr. Stone was able to produce more oats on his land than before. He did not use more land or machinery and he did not work harder. The bigger crop was the result of a new and better seed developed by scientists and Mr. Stone's willingness to try new things.

The class can also discuss why it is hard for a farmer to keep new ways of farming a secret (his neighbors can see the results). The discussion should bring out that it is in the farmer's interest to share information about new methods with his neighbors, since he might also learn something from them. All the farmers in a neighborhood grow the same kind of crop; the farmers in this neighborhood all grew oats because the soil and climate were good for oats. The teacher may also explain that the farmer does not gain by concealing from his neighbors new improvements in his production methods. If the neighbors copy him and thus produce more, the increased harvest of a few farmers will not affect the price of the oats. The price of oats depends on the world market, not on local competition.

2. To help the children understand how science helps farmers produce better plants, the teacher can read "The Marriage of the Wheats," from Lesson 14 to the class.

3. To emphasize that a good farmer must keep informed, the teacher can discuss the following questions with the children: Why is it important for a farmer to know about the weather? How does he find out? Why should he know about prices? How does he find out? (Market news on radio or television, newspapers, the local grain dealer.) If a farmer wants to know how to build a new chicken house or cow barn, what can he do? (He might talk to the county agent, who would advise him and give him booklets published by the government.) To review the importance of county and state fairs as a source of information, the teacher can remind the children of Mr. Stone's experience in "The New Field of Oats." The class might invite a county agent to come in and talk about his work.

4. To demonstrate that young people on farms also try to learn better ways of growing plants and raising livestock, the class can invite a 4-H member to explain what the 4-H club does and why it is important.

   In metropolitan areas, where the children may not be able to have a 4-H member visit them, the teacher can read the story "Beanblossom at the Fair" to the class. Afterward the class should discuss why farm children have to learn how to produce better plants and animals. (Because only the best farmers can stay in business.)

5. To discover how sometimes farm neighbors must work together and pool their resources, the children can read the story "The Four Farmers" on page 56 of the text. Afterward they might make a movie of the story (see Lesson 1, Part 1, Activity 7). The scenes might be as follows:
   - *a)* Four farmers have young crops underwater.
   - *b)* The four meet and agree to share the costs.
   - *c)* They call a farm engineer.
   - *d)* The fields are surveyed.
   - *e)* A man with a bulldozer digs ditches.
   - *f)* Pipes are laid in the ditches.
   - *g)* The pipes are covered with soil.
   - *h)* The four farmers together pay the diggers.
   - *i)* Spring crops stand in the fields.

6. To gain an understanding of how farm products are distributed, the children can study "Let's Take a Trip" on page 62 of the text. The pictures tell the story of wheat as it travels from the farmer's field to different parts of the country and the world. As the children look at the picture story, the teacher can raise such questions as these: What do you notice about the size of the different grain elevators? Why do you think this is so? The teacher should point out that before the wheat can be efficiently distributed, it has to be collected at transportation centers. That is why the terminal elevators are so huge —they hold wheat from many fields.

7. To help the children understand the meaning of the market, the class can study picture 7 in "Let's Take a Trip" on page 62 of the text. On the right-hand side, children will see people who want to buy grain. They are looking at samples provided

by people who want to sell grain. These samples are examined by the buyers who in turn sell the grain to mills, warehouses, bread and cereal manufacturers, and others. This place is a market because buyers and sellers are in contact with each other to buy and sell goods.

Children can also study the activities of the other crowds of men in the big room. The teacher can explain that the various crowds are also markets because buyers and sellers are in contact with each other to buy and sell grain. One group represents buyers and sellers of corn; another buyers and sellers of wheat; still others buyers and sellers of rye.

For example, if somebody wants to sell corn, he goes where buyers who want to buy corn gather. He will offer the corn for sale. The buyers indicate by signal how much they are willing to pay. The seller sells to the buyer who is willing to pay the highest price. The prices are written on the blackboard at the back of the room so that people know the last price paid for the different grains. Much of the grain will be stored until it is ready to be used.

8. To help the children understand the meaning of the market, the class can discuss the following questions: Is the neighborhood store a market? Is the fruit stand along the road a market? Is the gasoline station a market?

   To acquaint the children with a kind of market in which the price is more rapidly affected by buyers and sellers than in the markets referred to above, the children might visit an auction. After the auction, the class should discuss what they have seen. It should be pointed out that neither the buyer nor the seller dictates the prices.

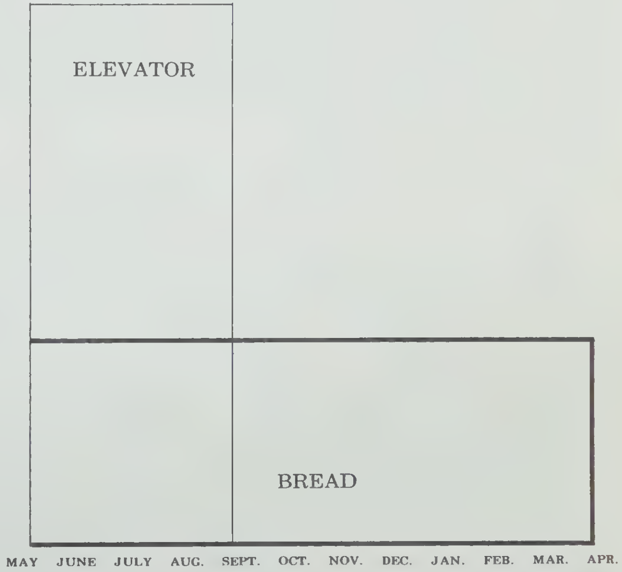
   To summarize what they have learned, the children might like to prepare a display entitled "Markets Are Important for Buyers and Sellers."

9. To reinforce the main ideas of Activity 6, 7, and 8, the movement of grain from producer to consumer and how prices are determined, the children can read "The Story of Wendy Wheat" on page 64 of the text.

10. To dramatize the role of elevators in the efficient distribution of wheat, the teacher can read the poem "Grain Elevators" to the class.

    The teacher can explain that, while families eat bread and use flour in about the same quantities all year round, farmers harvest all the wheat between May and September. Without elevators, the wheat would pile up outdoors and spoil. People would have plenty of flour and bread in the summer and fall, but very little in the winter and spring. The children might speculate on how wheat prices would be affected if wheat could not be stored.

    To show the relation between the harvesting and the consumption of wheat, the teacher can prepare a graph (similar to the one shown below) on the blackboard. A horizontal colored bar can represent the even consumption of flour and bread from May through April. The wheat harvest can be shown by filling in a vertical bar of a different color for the months of May through September. The two bars should be the same size so as to indicate that the amounts produced and consumed are roughly the same.



11. To show that new and better ways of farming mean that farmers can produce their crops more cheaply, the children can do the following demonstration.

SCENE I: One child represents a rye farmer. Another plays the grain dealer at the local elevator. The farmer pretends to plant and harvest his rye. He then explains that producing the rye cost him money. He had to buy seed and fertilizer. He wore out machinery. And he paid himself wages for his work. In all he figures that it cost him $100 to produce a truckload of rye. He holds up a cutout truck, representing a load of rye.

While the farmer gives his explanation, another child puts two signs on the bulletin board. One sign says COST OF PRODUCTION, and the other says RYE PRODUCED. Under the first sign the child puts two other signs, each saying "$50." Under the second sign he puts one cutout truck.

The farmer pretends to take his load of rye to the grain dealer. The dealer looks up the market listing in the daily newspaper and tells the farmer that today the price of one load of rye is $100. The farmer takes his money and goes home.

At this point the teacher should explain that the local dealer had to look up the market listing because the dealer doesn't set the price—it is set at the central grain market. It should be emphasized that the farmer has nothing to say about the price he gets for his product.

SCENE II: The farmer and his wife are at home. Someone knocks at the door. It is a professor, who asks the farmer to try out a new rye seed that the university has developed. The farmer asks how much the seed will cost. The professor says it will cost no more than any other rye seed. The farmer buys the new seed and plants it. Harvesttime comes. He explains that he again spent $100 to produce rye. (A child puts two $50 signs under the COST OF PRODUCTION sign on the bulletin board.) The farmer goes on to say that, thanks to the new and better seed, he was able to produce two truckloads of rye this year; therefore it cost him only $50 a truckload. (The child puts two cutout trucks under the RYE PRODUCED sign.)

The farmer and his wife wonder how much the grain dealer will pay for the rye this time. Then the farmer takes the two loads to the elevator. The dealer looks up the rye price and says "I can pay you one hundred dollars a truckload." He hands the farmer two hundred-dollar bills. The farmer goes off happily waving the money. (The teacher may want to review the arithmetic on the bulletin board.)

12. To help the children understand that a big harvest may not mean a good income, a third scene can be added to the above demonstration.

SCENE III: The farmer explains that several years have passed since he started to use the good rye seed. Then he takes his two truckloads of rye to the elevator. The dealer looks up the grain prices and says, "I'm sorry to tell you that the price of rye is very low this year. I can give you only sixty dollars a truckload." The farmer says, "Sixty dollars a truckload? Why is that? What has happened?" The dealer explains, "Elevators all over the country are full of rye—more rye than we've had in years. The only way to get people to buy the extra rye is to sell it at a very low price." The farmer goes off sadly with his $120 for the two truckloads.

The class can discuss why so much rye was produced this year (more farmers might have used the new seed), and what will happen to the price of rye next year if even more farmers use the new seed. (The price of rye may drop still further. Then the farmers must find new and better ways to produce in order to cut production costs and maintain profits.)

13. To gain an understanding of how the price of grain is determined, the children can play a game. A mock grain market can be set up, with four children playing wheat producers, four playing buyers, and the teacher playing a salesman. Before starting the game, the class can prepare play money (40 one-dollar bills) and small cutout trucks (16). They can also make the following signs: BUYER (4), SALESMAN, UNITED STATES, AUSTRALIA, CANADA, and ARGENTINA.

The teacher explains that not all people are willing to pay the same price for the same goods, and that in the real grain market each buyer would make up his own mind. But to keep the game simple, the children will use a slip of paper saying how much they are willing to pay. The slip for the first buyer should say, "I want to buy four truckloads of wheat and I will pay up to four dollars a truckload." The slips for the others will be the same, except that their top bids will be $3, $2, and $1 respectively. Each buyer should also have enough play money to cover his top bid ($16, $12, $8, $4).

The game can be played in parts over a period of several days.

a) The children who play wheat producers can introduce their countries. They can explain that Argentina, Australia, Canada, and the United States are among the few countries that produce enough wheat to sell to other countries. The producers pretend to telephone instructions to the salesman. Weather and other conditions have been such that each country has produced two truckloads this year. Australia, for example, will tell the salesman: "Australia has two truckloads of wheat and wants to sell it at the best price you can get." After the other countries report two truckloads each, the salesman adds the amounts on the blackboard and announces that eight truckloads of wheat are for sale.

b) The buyers come to the market and the bidding starts. The salesman must sell all of the wheat at the same price. The salesman calls out, "Who is willing to pay one dollar for a truckload of wheat?" All four buyers raise their hands at this low price. The salesman asks how much they want to buy; each replies "four truckloads." This makes a total of sixteen truckloads, twice the amount the salesman has. Since the buyers appear to be eager to buy, the salesman asks the producers whether to try for a higher price. They say yes, and he tries $2 a load. This time three buyers are willing to buy four loads each. Again there are buyers for more wheat than the salesman has. Obviously he should try for a still higher price so he asks, "Who is willing to pay three dollars a truckload?" This time two buyers raise their hands. Each wants four loads, or a total of eight loads. To make sure this is the best possible price, he tries a higher bid—$4 a load. This time there is only one buyer wanting four loads. This would leave the salesman with four loads unsold. So he turns back to the two buyers and sells the wheat at $3 a load. Each buyer pays the salesman $12. He asks the four producers to deliver the wheat, and pays each of them $6. He hands each buyer four cutout trucks.

c) The class pretends a year has passed. Each producer tries to raise as much grain as possible. The weather is good and the producers report they have increased production to four truckloads each. The salesman then offers sixteen truckloads for sale at the grain market. The bidding starts at $1 as before, with all buyers eager to buy four loads. This would mean $16 for the sixteen loads available. The salesman then tries $2 a load, but this time only three buyers raise their hands, and they want only twelve loads all together. If he tries $3, the price he got last year, only two buyers are willing to take a total of eight loads. The salesman has to sell all the wheat he has, so he goes back to the first bid—$1 a load for sixteen loads.

As before, the buyers pay the salesman and the producers deliver the wheat. Each producer gets $4. The teacher can put the results of the two years' transactions on the blackboard:

1st year: 8 truckloads sold at $3 each—$24
2nd year: 16 truckloads sold at $1 each—$16

The class can discuss why the farmer earned less even though he produced more. Since demand for bread does not change much, its price must go down a great deal before people will buy more of it. So when there is more grain to make more bread, its price must go down too. The teacher can bring out that low prices, like insects and bad weather, are one of the risks the farmer faces. He cannot do anything about low prices. With millions of farmers all over the world, nobody knows how much they will produce until it comes to market.

14. To demonstrate the many risks all farmers must face, the class can prepare a mural representing such hazards as flood, tornado, frost, drought, plant or animal diseases, insect pests, and low prices. The mural might be entitled "Farmers Have to Face Many Risks."

15. To discover how the government helps farmers to receive a good price for their products, the children can review "Let's Take a Trip" on page 24 of the text. The teacher can point out that the storage bins on the edge of the small town may belong to the government. If the farmers think the prices they would get for their wheat or corn crops are too low, they can ask the government to store the grain for them. If the prices stay low, the farmers may decide to sell their crops to the government for a higher price than they could get from the grain dealer.

The children might speculate on why the government will buy surplus grain from farmers. They might also discuss what would happen in the grain market game above if the government were to buy some of the wheat produced (market price would be higher).

16. As a review of Part II the class can read "What Did We Learn?" on page 67 of the text. As each statement is read, the children can be encouraged to give examples—either from material covered in school or from their own experience—that bear out the statements made in the review.

17. The following activities can be completed in the Activity Book.

    a) 5A: "Can You Name Each Farm?" The teacher should make sure that the children understand the pictures and can read each of the words before they begin the activity. Discussion should focus on the importance of specialization in farming.

    b) 5B: "How Did Mark Get His Drink?" The teacher should make sure that the pictures and instructions are fully understood. After completing the activity, the class can suggest other foods that involve processing and long-distance transportation. The impact of food technology and modern transportation on agriculture can then be discussed.

    c) 5C: "Which Farmer Earns More?" The children should understand that the quality of the farmer's livestock or crops and the demand for them affect the price he will get. When there is great demand, the farmer will get a better price; on the other hand, when there is little demand, the farmer has to settle for a lower price.

    d) 5D: "A Map of a Farm." The teacher should have the children review Activity 2D, "Finding Places on the Map," on page 23, showing how buildings are depicted on a map. They will note that farm map 5D does not include all the buildings of the farm. They must first add the missing buildings to the map. Then they are to label all the buildings. The teacher should point out that a building is shown on a map as it would look to you if you were directly above the building.

STORIES, POEMS, SONGS

How a Farm Neighborhood Changed

by Jean E. Gray

Farmer Cobb leaned against the barnyard gate as he looked out across his forty acres of farmland. The cornstalks rustled in the early evening breeze. Lights winked on in the neighboring farmhouse. A cloud of dust in the distance showed that the men from the state road department were working late again to build the superhighway. At this rate, cars would be traveling along the new superhighway before Christmas.

The clang of the dinner bell sounded. Farmer Cobb shut the barnyard gate and headed for the farmhouse.

He had lived in the old farmhouse ever since he was a child. Now it was too big for his family—himself, his wife, and his daughter Mary. His four older girls were married, and they had gone to live in the city. No more farm life for them. "Too much work," they said.

Farming *was* hard work. But the corn and beans and cabbage he raised brought a good price in the city. He had earned enough money on his forty acres to raise five girls and have a little money in the bank besides. And he had enjoyed watching his crops grow and harvesting them when they ripened.

Farmer Cobb thought back to his boyhood on this farm. He and his dad had farmed 160 acres of wheat. The city had seemed a long way from the farm then.

As he grew up, the city grew out. Men from the city offered farmers good prices for their land. These men wanted to build houses for city people on the land. Some farmers sold their whole farms. Farmer Cobb's father had sold part of his land, but he still farmed the rest of it. He found he could make more money on fewer acres by raising fresh sweet corn, beans, and cabbage, because these crops brought good prices in the city.

As Farmer Cobb opened the kitchen door, Mary shouted, "At last! Come on, Dad. Corn on the cob! I love corn on the cob!"

"So do I," said Farmer Cobb as he sat down and helped himself to a golden ear of corn from the steaming platter. "We should get a good price for our corn this year."

All three Cobbs buried their faces in the slippery, buttery corn.

There was a crunchy sort of silence, broken suddenly by a loud roar. They all looked up.

"Another jet airplane," said Mrs. Cobb. "We don't usually have jets with supper."

"That's right," said Farmer Cobb. "But before long we'll be having jet roars for breakfast and dinner, too. My gosh, how times have changed! Why, when I was a boy, I thought it was wonderful that trains could go across our country in six days. Now a plane can do it in six hours!"

Mrs. Cobb nodded. "You're right, times have changed. Sometimes I wonder if we still live on a farm. Cars whiz by the front gate. Trucks roar past all night long. The trains whistle constantly."

"And now the city is building that new superhighway just south of here," said Farmer Cobb. "It will take about half an hour to get here from the heart of the city. That means more and more city people will be moving out here."

After dinner Farmer Cobb settled himself in front of the television set. He liked to stay up for the ten-o'clock news, but he was usually dozing with the paper in his lap before then.

He snapped to attention, though, when the news came on: "The mayor announced today that the city plans to buy land for the new airport north and west of the city."

"Rose, listen to that! North and west of the city is just about here—shhh!"

"The mayor said that the present airport, Gateway, is one of the world's busiest airports but that it is not big enough anymore. It was built before there were jet airplanes. Almost all the runways are too short for the big jets to take off or land on.

"The airport is surrounded by the city. There is no room to make Gateway bigger, and people who live near the airport are upset by the noise of jets.

"Studies of Gateway and the city's needs have been made. It was finally decided that a new airport will have to be built outside the city."

Farmer Cobb turned the television off.

Mrs. Cobb looked sharply at her husband. "Do you think the city is thinking about our neighborhood for the new airport? We're miles from the city!"

"I hope not," said Farmer Cobb, worried. "I like this farm and the village and our neighbors. I sure would hate to see the city put the airport here."

The Cobbs listened to the news every day. The new airport was to be northwest of the city, but no one knew exactly where. Farmer Cobb talked to his friends about it. Some of the farmers wished the exact place would be chosen soon. If the airport was going to be built too close to their farms, they would sell.

Then came a day when Mary, pigtails swinging, came racing to the field where Farmer Cobb was working. She was waving a letter. Mrs. Cobb was hurrying to keep up with Mary.

"Dad, Dad! It's a registered letter. I had to sign my name before the postman would give it to me. It's from the city. What's in it?"

Farmer Cobb stopped his work and wiped his hands. He took the letter and opened it slowly.

"The city wants to buy our farm. They want to build the new airport in our neighborhood." Farmer Cobb turned to his wife. "I thought this would happen."

That night, at suppertime, the phone rang. Mary called from the hall. "Dad, it's Mr. Voss. He wants to know if you got a letter today from the city."

All the next day, and the next, telephones in the neighborhood buzzed. Farmers meeting in the nearby village stopped and talked about the letters. Farmers' wives shopping in the stores wondered what would happen next. Children repeated what their dads and their mothers said. Some of the talk was angry. Some of it was sad. The farmers loved their farms. But the farmers knew there was nothing they could do. The state had made a rule saying that the farmers must sell their land to the city for the new airport.

A man from the city government came to look at the Cobb farm. He and Farmer Cobb walked over the forty acres. They talked about the crops and the vegetable farmer's hard work. The man from the city wrote many notes in his little notebook.

They came back into the kitchen to have coffee. They talked about how much money Farmer Cobb earned each year, about the cost of raising vegetables, about the cost of farm machinery. They talked about what the farm was like when Farmer Cobb was a boy. The city man looked around inside the old farmhouse.

"It's sad," he said, "that such a fine old place will have to be torn down. But things do change! I'm sure the city will offer you a good price for your farm."

Some weeks later the Cobb family invited all the farmers and their families to a potluck dinner. Mrs. Cobb made a huge roast beef. Mrs. Voss baked a ham. The other women brought sweet potatoes, corn, baked beans, pickles, cakes, pies, and rolls.

After dinner the children went out to play in the yard. The farmers, and soon the wives, gathered in the living room to talk about their plans.

Farmer Voss and his wife decided they would spend a year visiting all their children. They were all married and lived in different parts of the country. Then the Vosses would settle down in a small town.

Farmer Brown and his wife had no children at all. Farmer Brown said, "I've worked hard all these years. Kept my nose right down to the plow. My wife and I have been thinking we'd like to take a trip to Europe."

Farmer Miller and his family were thinking of moving to a small town not far away. He would sell farm machinery there. The town had good schools, and he wanted his children to have a good education.

Farmer Reed was going to go on with his chicken farming, but on the other side of the city—far away from airports, he hoped.

Farmer Cobb said, "Well, we're going to buy another farm and go right on raising vegetables. I'll use the money I get from selling this farm to buy a bigger place—maybe eighty acres. Land is cheaper farther out from the city. Think I'll buy more machinery, too. I think I'll be ahead in the long run."

Mrs. Cobb looked around the big, comfortable living room. She hated to leave her nice home and her good, friendly neighbors.

Everyone was silent. The neighbors looked at each other. Tears came to the eyes of some.

"We've been neighbors a long time," said Farmer Cobb. "Remember, Joe Voss, that time when we were kids and the Millers' bull chased us? That's when I first learned about flying. I swear I flew into the old apple tree."

Everyone laughed. The wives began talking about how good it would be to have a new house, and how much easier town life would be. The men talked about farm machinery and bigger farms.

When they left, everyone shook hands all around—even the children.

"Why don't we plan to get together again in a few years?" suggested Farmer Cobb. "Think what a lot we'll have to tell each other. Well, goodbye, neighbors. We've enjoyed you all—every one of you."

And that is how a quiet, hardworking farm neighborhood at the edge of a big city became a busy, noisy airport—a doorstep to the big world.

EIGHT FARMS

The Cattle Farmer

by Grace Pamplona

Life on the cattle ranch in the West is exciting but hard. Some ranches cover hundreds of acres of land. Cattle need many acres of land to graze on. They stay outdoors on the range all year long. The ranch owner hires cowboys to watch over the herd. The cowboys go out in all kinds of weather to see that the cattle have enough water and food. They care for sick cattle and chase back calves that have got lost.

Some farmers keep their cattle on the ranch until they are fat enough to be taken to market. Other farmers sell their animals earlier, to "feedlot" farmers in the Midwest. Feedlot farmers fatten the cattle on corn for about eight months and then take them to market.

The cattle farmer, like other farmers, worries about the weather. If there is little rain, the range grass may dry up and the cattle will have nothing to eat. When this happens, all the cattle farmers in the area must sell at the same time. Then each farmer gets less money for his cattle.

But the cattle farmer is a good businessman. He plans carefully and buys good animals to add to his herd. The cowboys work hard to keep the cattle healthy. Then the cattle farmer tries to sell at a time when he will make a good profit.

The Grape Farmer

by Grace Pamplona

Grapes are grown in several of our states, but most of them are grown in valleys tucked in the mountains of California. Grapes grow well there. The mountains keep the wind out of the valleys. The soil is good, and the summers are long, hot, sunny, and dry.

When grapevines are one year old, they are replanted ten feet apart. They spread as they grow. A lot of land is needed to produce enough grapes for the farmer to earn a good income. The young vines and the older vines that have grapes need a lot of care. Tractors stir up the soil between the rows. Spraying machines are driven down the rows. They spray a mixture that kills bugs on the vines.

Trained workers carefully cut off extra branches so that the vines produce bigger, sweeter grapes.

Grapes are used to make all kinds of wine, jelly, and juice. They are also used to make raisins. Let's see how grapes become raisins.

Grapes that are used to make raisins are left on the vine longer than other grapes. During this time especially, the farmer fears rain. It could ruin his crop. At harvest, workers carefully pull the bunches from the vines. They lay the grapes on paper trays on the ground between the rows of vines so that the sun can dry them up. The grapes are left in the sun to dry for two weeks or more. During this time everyone hopes it won't rain. The weather bureau even issues special raisin-drying weather forecasts. When the grapes have turned to raisins, they are put in containers and shipped to the packinghouse.

A farmer does not know what price he will get for his raisins when he plants his crop. A one-year-old grapevine will not produce grapes for three more years. The farmer cannot guess years ahead how many grapes he will be able to sell. He may plant too many vines, or too few.

But there is one thing he can do. Raisins can be kept for a long time. If the price is too low, the farmer can keep some of his raisins until the price goes up. And we can enjoy raisins all year long because they can be kept until they are needed.

The Orange Farmer

by Gail Humphreys and Jeanne Stoner

The orange farmer must keep one eye on his orange crop and one eye on the weather. If the weather is good, he will probably grow a healthy crop of oranges and make a nice profit. If the weather is bad, he may make only a small profit or none at all.

Modern machines help the orange farmer fight bad weather. They help him fight the cold. Frost can spoil an orange crop. When the farmer hears a frost warning on the radio, he turns on big wind machines in the orchards. These machines blow air all through the orchards. The air keeps the frost from settling on the oranges.

To produce big juicy oranges, orange trees must have plenty of water. Sometimes there isn't enough rain. So many farmers have paid to have big ditches dug between the rows of orange trees. Water is pumped into the ditches, where it finds the tree roots and keeps them wet.

It is easier for the orange farmer to fight bad weather than it is for him to control the prices his oranges bring when he sells them. The small farm owner has high costs compared to the number of oranges he produces. He must get a good price for his oranges in order to make a profit. If too many farmers sell at the same time, the price each farmer gets will be low. The small farm owner may go out of business when this happens.

The big farm owner can afford to buy more and bigger equipment. With it, he can produce more oranges at lower cost. Because his costs are lower, he can make a good profit even if the price he gets is low.

The Cotton Farmer

by Gail Humphreys and Jeanne Stoner

The warm sun beats down on one of our most important crops —cotton. Year after year, farmers, like their fathers before them, have planted cottonseed, cared for the young plants, and harvested the fluffy white cotton.

The methods used to grow cotton have changed over the years. The hard work of cotton farming used to be done by hand. On some small cotton farms today, cotton is still picked by hand. The owners cannot afford to buy expensive cotton-picking equipment.

The owner of the big cotton farm uses all kinds of equipment. He has machines that help him plant the cottonseed and fertilize the soil so that better cotton can be grown. He can afford to hire a pilot to fly a plane over the fields, spraying them with a poison that kills the boll weevil. The boll weevil is an insect that feeds on cotton plants and kills them.

At harvesttime big cotton-picking machines move quickly over several rows at a time and pick the cotton.

The cotton farmer must plan carefully. When he buys new equipment, he adds to the cost of running his farm. He must make sure that the new machines increase cotton production enough to bring him a bigger profit.

The cotton farmer has other worries. Many kinds of clothing used to be made only of cotton. But today ways have been found to make clothing out of man-made materials. People like the new materials, and they buy clothing made of them, as well as things made of cotton.

Even though he has worries, the cotton farmer likes his work.

The Pig Farmer

by Grace Pamplona

More than half the corn grown in the United States is eaten by one kind of animal. You might think that the animals that eat that much corn must be big, greedy eaters. But they are not big, and they are not greedy. They are pigs, and hundreds of thousands of them are raised on farms in our country. The pig gives us good things to eat—things like bacon, ham, sausage, and pork chops.

The pig farmer doesn't need as much expensive equipment as other farmers. What he does need are clean houses for the pigs to live in. He must keep the air in the houses at the right temperature and free of dust. He must have a clean, dry place for the pigs to sleep in. There must be plenty of water for them to drink. And of course the farmer must grow lots of corn for the pigs to eat.

Some farmers have electrically warmed houses for the baby pigs. The warm houses keep the pigs healthy and help them grow more quickly.

The farmer carefully mixes the corn, other grain, and vitamins he feeds his pigs, so that they will grow healthy and fat. Pigs aren't "piggy" eaters at all. They don't have to eat as much as other animals in order to get fat.

The pig farmer tries to get his pigs fat enough to sell in the spring or fall, when the price is usually the highest. But some years, when too many pigs are sold at the same time, prices are low. The farmer may sell for a while without making any profit. If he has to do this for long, he may decide to stop selling pigs for a while. He can sell his corn instead. Then, in a year or two, if the price of pigs goes up, he can start raising fat little pigs again.

The Duck Farmer

by Grace Pamplona

The modern duck farm is a very busy place. Baby ducks need special care, and many farmers have thousands of ducks to care for. Trained helpers and modern equipment are needed on the duck farm.

Duck eggs are kept warm in a special machine called an incubator for about twenty-eight days. Men must watch to make sure the temperature is just right. When the ducklings are hatched, they live in a house that must be kept warm. Workers check the temperature and clean the house at least once a week.

The duck farm must be near fresh water. It is important for the ducklings to have fresh water to drink and to bathe in. Their feathery coats must be kept clean. Some duck farms are near rushing streams. The ducklings can splash around whenever they want to. Other farms are not near streams. Owners of these farms have built special ponds for the ducklings. Special machines keep dirt out of the water.

There is lots of competition among duck farmers. The farmer who makes a good profit is the one who raises healthy ducklings faster than the others. By feeding ducklings special rich food, farmers have found they can fatten ducklings for sale more quickly. Farmers like to sell the ducklings when they are seven or eight weeks old. If they are not fat enough after eight weeks, the farmer has to spend more money than he planned to feed them. His costs are so high that he doesn't make as much profit as he wanted to.

In order to raise fat, healthy ducklings, the duck farmer and his trained helpers must know their business well.

The Egg Farmer

by Gail Humphreys and Jeanne Stoner

The shrill voices of thousands of chickens greet the egg farmer every morning. He doesn't mind the noise, for chickens are his business.

The egg farmer goes into the henhouse and picks up an egg basket. Then he walks past each chicken coop and collects the eggs his chickens have laid. The eggs fill many baskets. When he has collected all the eggs, he carries them to a workroom. On some egg farms, eggs roll out of the chicken coops onto a moving container that carries them right into the workroom. The farmer doesn't touch them.

In the workroom the farmer puts the eggs into an egg-washing machine. After the eggs have been washed, they are packed and sent away from the farm. With the use of machines, the farmer can collect, wash, and pack thirty dozen eggs at one time.

The egg farmer is a businessman, so he must keep his eye on the market as well as on his hens. Sometimes the price of eggs is very low. There may be too many egg farmers in one area. When this is the case, eggs are sold at a very low price. The farmer may make a small profit, or he may suffer a loss. The farmer has to sell his eggs even if the price is low. He cannot tell his hens to stop laying eggs, and he cannot save them until the price goes up. The eggs would spoil.

The egg farmer, however, is a specialist. He knows how to plan ahead and he uses timesaving equipment. He tries to produce lots of eggs, keep his costs low, and make a good profit.

The Dairy Farmer

by Gail Humphreys and Jeanne Stoner

There is lots of activity very early in the morning on a dairy farm. Before the farmer eats his breakfast, he goes down to the barn. There he is greeted by the gentle mooing of the cows.

It's milking time. With the help of new equipment, the farmer can take care of as many as thirty cows all by himself. The farmer leads a few cows at a time to the milking machine. He attaches the milking equipment to the cows, and the machine milks them. The cows give more milk when someone they trust is nearby, so the farmer stays in sight as the milk goes into the machine. The milk then goes out through a glass pipe into the cooling room. There is no chance for germs to reach the milk. It is never touched by the farmer or anyone else until it reaches the consumer.

The dairy farmer knows it is important to get only the best milking cows for his farm. A good cow will produce about four thousand quarts of milk a year. The more milk the cows produce, the more profit the farmer will make.

The dairy farmer works hard to make a profit. He must grow good pasture grass so that the cows will be well fed. He must keep his barns and milking equipment very clean and free of germs. He must keep the hay he feeds his cows in the winter warm and dry, or it will spoil.

A modern dairy farmer, with the help of timesaving equipment, keeps many people supplied with rich fresh milk. Other products that people enjoy—butter, cheese, and ice cream—are also made from this valuable dairy product.

Down Down the Mountain

by Ellis Credle

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Once upon a time, in a little log cabin way up in the Blue Ridge Mountains, there lived a little girl named Hetty and her brother Hank.

Although their home was small, it was a cozy place to live. There was a big stone fireplace at one end. That was where Mammy cooked beans and cornmeal mush and fried pork in a big black frying pan.

There was a big bed in one corner and a little bed in the other corner, and in the middle of the room there was a long table made of planks. That was where Mammy and Pappy and Hetty and Hank ate their dinner every day.

All kinds of things hung from the rafters, strings of shucky beans, bunches of bright-red peppers, ears of popcorn all tied together, hams and sausages, and baskets full of this and that.

Never in all their lives had Hetty or Hank had a pair of shoes. In the summer it was fun to run around barefoot, but when winter came, and the snow lay on the mountains like a chilly white blanket, their little feet were blue with cold and they longed for a pair of shoes.

They each wanted a beautiful shining pair that sang "Creaky—squeaky—creaky—squeaky" every time they walked.

They begged their mammy to buy them some shoes, but she said, "You can't find shoes like that in these hills! Such shiny shoes come from the town, away down down at the foot of the mountain."

So they asked their pappy, but he said, "There's not a cent of money in this household. We've everything we need right here in these hills."

Hetty and Hank felt very sad, but they did not give up.

"Let's ask our granny," said Hetty. And they did.

"Some shining shoes?" chirped Granny. "I'll tell you how you can get them yourselves."

"How? How?" cried Hetty and Hank.

"Plant some turnip seeds," said Granny, "and when they have grown into fine big turnips, you can take them all the way down to town and trade them off for some shining creaky, squeaky shoes."

"Thanky', Ma'am. That's what we'll do," cried Hetty and Hank.

They raced away and planted some turnip seeds in a tilted field right next to Pappy's corn patch.

Home they went singing,

"Our fields are high up in the air
We wouldn't dare plant pumpkins there
For pumpkins grow so big and round
They'd break right off and tumble down.
But turnips grow on hills or vales
Because they twist their little tails
Around the rocks and hold on tight
And don't let go for day or night!"

When Hetty and Hank got home, it was dark. The whippoorwills were calling sadly from the deep woods, "Whip-poor-will! Whip-poor-will!" and a little owl was asking "Who? Who-o-o?"

Mammy was waiting for them. She gave them a nice supper of corn bread and butter and yellow honey. Then she tucked them snugly into bed. They dreamed all night about shining shoes that played a creaky, squeaky tune just like Pappy's fiddle.

The next day they climbed up the steep, steep mountainside to see if the turnip seeds had come up. But they had not, and Hetty and Hank had to wait and wait and wait before they spied the baby turnip leaves peeping out of the ground.

Then there was plenty of work for Hetty and Hank. They had to chop away the weeds every day, and chase away the worms and the bugs and the grasshoppers that come for a taste of nice green turnip leaves.

When there was no rain and the little turnips felt dry and thirsty, Hetty and Hank had to bring big buckets of water to make them fresh and green again.

Then Hetty and Hank brought Granny and Mammy and Pappy up to see them.

"Sakes alive!" cried Mammy. "I never saw such big turnips!"

"Yes siree!" smiled Granny. "These are mighty juicy turnips."

"And they'll fetch a fine price in the town," said Pappy. "Hetty and Hank shall have the old gray horse to take them down the mountain."

So Hank quickly brought the gray horse. Then they pulled up all the beautiful turnips and packed them into a big bag.

Pappy laid the bag proudly across the gray horse's back, then he gave Hetty and Hank a boost and settled them safely right behind the turnips. Now they were ready to go.

"It's no trouble to find the town," said Granny. "Just you keep to the road and it will lead you down. Sometimes it's steep, just like the stair. Sometimes it's narrow, like a hair. It turns and twists and winds around, but at the end you'll find the town!"

"Goodbye!" cried Granny and Mammy and Pappy.

"Goodbye!" waved Hetty and Hank. And away they went, clippity, cloppity, down the road to town.

They had not gone very far before they came to an old man cutting sugar cane in a field beside the road.

"Howdy, young ones!" he called. "What have you in that big bag?"

"Some turnips we're taking to sell in the town," said Hank proudly.

"Oh, my! Turnips!" cried the old man. "How I'd love some nice juicy turnips for my dinner. Couldn't you spare me just a few?"

"I suppose we wouldn't miss just a few," said Hetty, and she gave him some.

On they jogged between great bushes of pink mountain laurel, and after a while they came to an old woman who was making soap in a big black kettle.

"Howdy, children!" she called. "What have you in that big bag?"

"Some turnips we're taking down to town," said Hank.

"Turnips!" cried the old woman. "Mercy me! How I'd love just a taste of turnip for my dinner. Couldn't you spare me just two, one for my old man and one for me?"

"I suppose we wouldn't miss just two," said Hetty, and she gave her two big ones.

Down, down, down they went between the rows of tall blue mountains; down, down, down until they came to a little stream flowing over the rocks. There the little road ended. They looked here, they looked there, they looked everywhere but the road was nowhere to be seen.

But just then along came a woman on horseback, splishing and splashing right down the middle of the stream.

"What's the matter, young ones?" she called.

"We've lost the little road to town," said Hank.

"Follow the creek," said the woman. "That's all the road there is in these parts."

So Hetty and Hank went splashing along and along, and pretty soon they spied the little road leading up from the water.

They said goodbye to the kind woman and gave her a bunch of turnips for her dinner.

Now they were very near the town. They could look down and see the rooftops in the valley.

The little road became so smooth and straight that the gray horse broke into a gallop.

"Here's the town!" cried Hank.

Along they went, clippity-clop, clippity-clop, past the schoolhouse, and suddenly there was the little red store.

"Whoa!" cried Hank, pulling on the reins. "Here's the place to trade our turnips off for some shining shoes!"

They climbed down and lifted off the sack. Somehow it felt very light and very, very empty. Had they given all their turnips away?

Hetty put her hand into the bag and brought out one large, fat, lonesome turnip. It was the only one left.

And there—shining through the store window were those beautiful creaky, squeaky, shining shoes!

Hetty and Hank gazed at them longingly. But one turnip would not buy a pair of shoes.

Two big tears began to roll down Hetty's cheeks.

"There! There!" said Hank. "No use crying. We'll just walk around and see the sights. Come on."

Along and along they went and after a while they came to a field where there were many, many people. A big sign over the gate said COUNTY FAIR.

Hetty and Hank went hustling and bustling about in the crowd. Pretty soon they came to a long row of tables, each one groaning with a different kind of vegetable. There were tomatoes on this one, and beans on that one, and pumpkins on the other one.

"Oh, here are some turnips!" cried Hetty.

"Are they as big as ours?" asked Hank.

Hetty held up her turnip. It seemed larger and juicier than the rest.

"Howdy, young ones," said the old man who was looking at the turnips. "Do you want to enter that turnip in the contest?"

"What contest?" asked Hank.

"Why, there's a prize offered for the finest turnip at the fair," replied the old man.

"Mercy me!" said Hetty. "Let's try it."

"You are just in the nick of time," he said, "for I was just a-getting ready to do the judging."

He began to examine the turnips. He weighed each one to see how heavy it was. He felt each one to see how firm it was. And when he had tried them all, he held one large turnip high above his head.

"Folks!" he cried. "Here's the finest turnip at the fair. It belongs to a little girl and a little boy!"

Hetty and Hank listened with all their ears.

"Come forward, young ones, and receive the prize!"

Hetty held out her hand and there shining up at her was a brand-new five-dollar bill.

"Oh thank you, sir!" cried Hetty and Hank. "Now we can buy our shining shoes!"

They raced along the street until they came to the little red store. The storekeeper was standing behind the counter.

"We want to buy some beautiful creaky, squeaky shoes!" said Hank all out of breath.

The storekeeper got down his brightest shoes, and Hetty and Hank each chose a pair that played a creaky, squeaky tune.

Then they bought some gifts to take home with them. A yellow hat for Pappy, a bright sash for Mammy, and a big red handkerchief and a package of needles for Granny.

And off they started on the long trip home.

After a long, long climb they reached their own little cabin. There sat Mammy and Pappy and Granny waiting on the porch. How pleased they were to see Hetty and Hank and all the new things they had brought!

The next day was Sunday, so they put on their beautiful things and went to preaching.

Hetty and Hank walked proudly into the meeting house. Their shoes were playing such a creaky, squeaky tune that all the people craned their necks to see who could be wearing such beautiful shoes.

The New Field of Oats

by Jeanne Stoner

"Oh boy!" said Sammy Stone as the car turned in at his father's farm. "That was the best fair ever!" Mr. and Mrs. Stone laughed. Sammy said the very same thing every year after the county fair. And of course the fairs were always fun. There was so much to see and to learn. Sammy and his sister Julie always looked forward to the rides. They loved the Ferris wheel that lifted them high into the sky for a look at the twinkling lights and happy people below. Their mother enjoyed the cooking exhibits, and her pie won a prize just about every year.

Mr. Stone, like most of the other farmers in the county, liked to watch the turkey shoot and just to talk with neighbors and relatives. But most of all, Mr. Stone liked the fair because of the new farming ideas that were talked about and because it gave him a chance to see the new tools and machines that were being made to help with farming.

Some years there wasn't much new, but Mr. Stone was always on the lookout for good farming ideas, and this year he had found one. At least he thought he had. Long after the children had finally got over their excitement and fallen off to sleep, he lay wide-awake thinking about the new idea and wondering if it would really be as good as it sounded.

That afternoon Mr. Stone had gone to hear a talk by a professor from the university. The professor had told about a new kind of oats that had been developed at the university. The oats were supposed to be very strong and healthy, and you could grow a tremendous amount of them on an acre of land.

After the lecture Mr. Stone had gone up to talk to the professor. Mr. Stone had always grown quite a bit of oats on his farm and he had wanted to find out more about this new kind.

"Well, Mr. Stone," the professor had said, "we don't know everything we'd like to know about these oats. We haven't been able to test them very much yet. But they certainly do look like a good thing. Say, since you're interested, I wonder if you might help us out by testing some of the new oats on your farm? The university could sell you the seed for what it costs to produce. Then you could plant it and we could check to see how well the oats grow on your land. It would be a big help to us. And I think that you could be sure of at least a pretty fair crop."

Mr. Stone had said that he would think it over and let the professor know. He was a little afraid of trying something he wasn't sure about, but it made him proud to know that the professor had thought that he was a good enough farmer to give the seed a real test. The longer he thought about it, the more he liked the idea. And so he decided to plant the new kind of oats.

Everyone in the county planted oats at the same time of year. But before the others had a sprout in their fields, Mr. Stone's oats were sending up their little green shoots all across his fields.

"Hey there, Stoney!" called one of his neighbors. "I drove by your oat fields the other day and they were all coming up. When did you plant that stuff—last summer?"

"Nope," said Mr. Stone. "The same time you put in yours."

It wasn't long before more and more of the neighbors started driving by to have a look at Mr. Stone's fields of oats.

"What'd you do to get that deep green color, Stoney? Paint the seeds?"

"Nope," said Mr. Stone and smiled.

"What did you do? Plant more seed than usual?" asked another. "I've never seen oats growing so thick."

"Nope," said Mr. Stone, smiling.

"Well, then, what did you do?" asked the neighbors. And Farmer Stone told them.

All through the growing season Mr. Stone and the other farmers and the professor from the university watched the oats grow. And they all said it was a mighty good-looking field of oats. But for Mr. Stone the big test came at the grain elevator after the harvest. All the farmers were there and they were all comparing how much they had grown per acre. They were all anxious to find out how much of the new kind of oats Mr. Stone had got from each acre. When they found out, they all patted him on the back and congratulated him, because it was a new record. Mr. Stone had real reason to be proud. He had grown more oats per acre with the new seed than anyone in the county had ever grown before.

Because Mr. Stone grew more oats on the same fields, he was able to earn more than before. Everybody wanted some of the new seed. One after the other they asked, "Say, Stoney, how about selling me some of your seed from those new oats?"

"Sure," said Mr. Stone. "I'll be glad to sell the seed to anyone who wants to grow it."

And Farmer Stone thought to himself, "Only a couple of months until the next county fair. I wonder what new ideas I'll find there?"

Beanblossom at the Fair

by Jeanne Stoner

"Come on, Beanblossom," urged Steven gently. "Just a few more steps, boy," he added, patting his calf's neck. He pulled on the lead rope. Beanblossom looked at Steven as if to say, "Well, if I really must, I will." The calf walked into the stall, switching his tail from side to side.

"I know you don't know where you are, Beanblossom. The stall is smaller than your stall at the farm. But this is the most important day of your life. All year you and I have been getting ready for the county fair. From the minute you were born, I knew I wanted to get you ready for it. Now the day has come. In a little while I will lead you into the show ring with the other calves. A judge will decide which is the finest calf at the fair. If you win, I will get a blue ribbon. I can hang it on the wall in the Four-H club meeting room."

Steven Lee and his family lived on a farm a few miles away from the fairgrounds. Steven and other boys from neighboring farms belonged to the Four-H club. They worked on different projects during the year. Sometimes the boys worked on something that could be judged at the fair. Steven's project was to raise Beanblossom. Steven's sister Sally also belonged to a Four-H club. She had baked a pie to bring to the fair. It would be judged along with things baked by other girls. Boys and girls and men and women from all over the county had brought things to the fair to be judged. Like Steven and Sally, many of the boys and girls were members of Four-H clubs.

Now, after almost a year, Beanblossom was ready for the fair. Steven looked at his watch. He wanted to get Beanblossom into the ring on time. He knew that pigs and lambs were being judged now. The calves were next.

Steven reached for his grooming brush and began to brush Beanblossom. Steven had brushed the animal's coat and fed him good food all year. Uncle Ned said he was the best-looking Jersey calf he'd seen in a long time. Uncle Ned thought Beanblossom would have a good chance at the fair. Steven knew that his father and uncle were out in the arena, waiting for him and Beanblossom. They had seats right next to the ring in which Beanblossom would be judged.

Steven saw a boy leading a calf from a stall near Beanblossom's. He looked at his watch again. It was time. Talking softly to the calf, he led him from the stall and out into the arena. How big it is! thought Steven. The arena was filled with rings that had been roped off. Steven saw pigs in one ring and lambs in another.

"Be good, please, Beanblossom," whispered Steven. Then they were in the ring. Four other boys and their calves were there. Each boy was as excited as Steven. Steven thought, Each boy wants to win just as much as I do. Their calves look very nice too. I must not be disappointed if Beanblossom doesn't win.

"All right, boys, line up the calves." A man stepped into the ring. "My name is Dan Maloney, and I'll be judging your animals. Now try to keep your calves still so that I can take a good look at each one of them."

Steven waited as the judge began looking at the first calf. He looked over to the benches and saw his father waving. Steven smiled and waved back. It seemed to take the judge forever. At last he walked over to Beanblossom. "Hello, boy," he said to the calf. He ran his hand over Beanblossom's coat. The calf didn't move, and Steven was proud. The judge looked at Beanblossom's eyes to see if they were bright and clear. He looked carefully at Beanblossom's back and legs to see if the bones were straight and strong. The judge had paper and pencil with him, and he wrote little notes. Then the judge moved on to look at the other calves. Steven and Beanblossom waited and waited.

Then the judge spoke to all of the boys. "You've all done a fine job with these calves. It was very hard to decide which was the best animal. There is very little difference between the first prize calf and the second. However," he said, walking over to Beanblossom, "this animal's back is a little straighter, so I am awarding the blue ribbon to Steven Lee and Beanblossom."

Steven didn't even hear who got the other prizes. He hardly heard what the judge said as he handed him the blue ribbon. Steven pinned it on Beanblossom's halter.

Suddenly he felt a big pat on his back. "Good work, boy!" It was his father. "Your uncle and I are very proud. Put Beanblossom back in his stall now. We just have time to get over to watch your sister in the homemaking section."

Steven led Beanblossom back to his stall. "Thank you, Beanblossom," he said, hugging the calf. "Your blue ribbon will look just fine on the wall in the Four-H club meeting room.

Grain Elevators

by Leon Trachtman

In spring
The soft rain falls.
The gentle sun shines down,
The robin calls,
In spring.

The earth
Is moist and brown.
You see the first fresh green
If you look down
To earth.

The wheat
Begins to grow.
It's summer. Now you see
The soft gold glow
Of wheat.

It's ripe!
The farmer goes
To harvest all the wheat
Because he knows
It's ripe.

The grain—
A golden heap—
Must feed us through the year.
Where shall we keep
The grain?

The elevators
Stand so high,
A row of great gray giants
Against the sky—
The elevators.

To them
The golden grain
Will come. By boat it comes,
By truck and train,
To them.

The wheat
Is safely stored.
The giant elevators guard
Our golden hoard
Of wheat.

Through winter
White and hard,
We eat the treasures
The giants guard,
Through winter.

These giants
Offer wheat,
So we can make flour
And bread to eat.
Generous giants!

In spring
There's little grain
Left in the great gray giants.
Still, again
It's spring.

And farmers
Go to sow
Their moist brown fields with seed,
So wheat will grow.
Work farmers!

Soon,
With sun and rain,
We'll have another tide
Of golden grain,
So soon.

And wheat
Will fill once more
The great gray giants.
Guard our store
Of wheat!

The elevators
Stand so high,
The guardians of our food
Against the sky—
The elevators.

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Books

CHANDLER, EDNA WALKER. *Cowboy Andy*. New York: Random House, 1959. Part of the "Beginner Books" series. Tells the story of Andy, a city boy, and his visit to a dude ranch. There he learns to ride a horse and help with the chores. Pictures show a typical Western ranch region, and the kind of work cowboys do.

———. *Cowboy Sam and Shorty*. Chicago: Beckley-Cardy, 1953. Second-grade text, with illustrations. Points out that a cattle ranch is a specialized farm, needing great stretches of land and workers with special skills. A story about a fire shows how important it is for everyone to work together; other stories tell about a county fair and about entering animals in competition.

Clark, Ann Nolan. *In My Mother's House.* New York: Viking, 1941. The teacher can read this book aloud to the class, showing the illustrations and discussing the neighborliness of the Indian village. He should point out that the village is all one neighborhood, and that the homes and fields are the workplace. The houses are grouped about a plaza, where the people meet to work, play, dance, sing, and talk. The older Indians are respected for their wisdom and are the village's leaders. One of the villagers' biggest problems is erosion. The men work together to build an irrigation system, draining the swamp and building a pipe system to bring water to the village.

Cushman, Tracie. "A Harvest to Remember," in *Paths to Follow,* ed. Ullin W. Leavell, pp. 183–89. New York: American Book, 1961. A story about young Cyrus McCormick in the process of inventing the McCormick reaper. To be read aloud to the class by the teacher.

De Angeli, Marguerite. *Yonie, Wondernose.* Garden City, N.Y.: Doubleday, 1944. Yonie is a Pennsylvania-Dutch boy. When Pop and Mom go away for an overnight visit, Grannie, Nancy, and Yonie stay home to take care of the farm chores. An electrical storm sets the barn afire. Yonie, with the help of the neighbors, gets all the animals out of the barn. When Pop gets home, he is very proud of Yonie.

Floete, Louise L. *The Cowboy on the Ranch.* New York: Scribner, 1959. Informative illustrations. Excellent text, which the teacher might have to read to the class. Gives a good idea of the loneliness of a cowboy's work. Explains the rounding up of steers for market, and the cowboy's winter jobs.

———. *The Farmer and His Cows.* New York: Scribner, 1957. The teacher would have to read the story aloud, but this is excellent discussion material. Points out how machines aid the farmer; tells the many things a farmer must know about operating and maintaining new equipment; shows that the farmer must have considerable savings to buy equipment.

Green, Mary Moore. *Apples from Orchard to Market.* Chicago: Melmont, 1960. Illustrated; third-grade reading level. Shows how a fruit farm is operated, the equipment used, and the steps involved in getting apples ready for the market.

Greene, Carla. *I Want to Be an Orange Grower.* Chicago: Childrens Press, 1956. Simple text and informative pictures show special methods and equipment necessary for growing oranges.

Gustafson, Anne. *Frank of Irrigated Farm.* Chicago: Benefic Press, 1959. An illustrated second-grade text giving information, through short narrative chapters, on the irrigation of fruit and vegetable farms.

———. *Tim of Tall Grain Farm.* Chicago: Benefic Press, 1958. Simple text and informative photographs show dairy equipment and hay balers. Teacher may help the class discover how difficult it is for a small wheat farmer to compete with the farmer who has bigger equipment and can produce more wheat faster. Points out the risks involved in farming, and suggests why many farmers are forced to leave their farms. Shows the various efforts of farmers to increase production.

Harvey, Lois F. *Cotton Growing.* Chicago: Melmont, 1958. Text at the third-grade reading level. Illustrations show how cotton is planted, cultivated, irrigated, and picked; the equipment needed; and some of the risks involved in this kind of specialized farming.

Hayes, Will. *The Biggest Pig.* Chicago: Melmont, 1958. An illustrated story, at the third-grade reading level, about a little boy whose pet pig is judged a champion at the state fair. Considerable information is given about the raising of pigs and the equipment needed.

Haywood, Carolyn. *Here Comes the Bus.* New York: Morrow, 1963. Jonathan Mason learns several things about rural living. His introduction to first grade and to the school bus provide amusing incidents. The teacher might read this story aloud to the class.

Heffernan, Helen. *Days' River Farm.* San Francisco: Harr Wagner, 1957. A very short story that the children could read themselves. Illustrations and text describe life and work on a dairy farm—equipment used; feeding and care of cattle; farm management; how records are kept of cows' production; how milk is sent to the dairy; a visit to the creamery.

HURD, EDITH TACHER and CLEMENT. *Mr. Charlie's Farm.* Philadelphia: Lippincott, 1960. A simple story of Mr. Charlie's farm chores—caring for the animals, driving the tractor in the fields, helping his friends with the hay baling. At the end of the story Mr. Charlie takes his wife shopping in town and they attend a band concert in the park. About third-grade text with illustrations.

IPCAR, DAHLOV. *Ten Big Farms.* New York: Knopf, 1958. A city family, before deciding what kind of farm to buy, visits many specialized farms: poultry farm, fruit farm, horse farm, tobacco farm, dairy farm, cattle farm, pig farm, wheat farm, sheep farm, and truck farm. Shows the different barns, equipment, and number of workers needed in each type of farming. The class might speculate on the relative amounts of savings needed to buy each farm. The teacher might ask the class to discuss whether the market for each farm would be near or far away.

ISRAEL, MARION. *The Tractor on the Farm.* Chicago: Melmont, 1957. Shows the many roles the tractor plays on today's farm. An illustrated story at the second-grade reading level.

LENSKI, LOIS. *The Little Farm.* New York: Walck: 1942. About the many machines Farmer Small uses to produce the fruits and vegetables he sells at his roadside stand.

———. *We Live in the Country.* Philadelphia: Lippincott, 1960. A collection of independent stories. "A Dress for Jinny," about a sharecropper's family, tells how the children pick cotton with their father. Another story, "Kathy's Chickens," shows various aspects of life on a Connecticut chicken farm. Other stories in the book tell about a Texas sheep farm and a Louisiana tree farm. These should be read aloud or retold by the teacher.

PAYTON, EVELYN. *Farm Helpers.* Chicago: Melmont, 1958. Shows how a farm is maintained by the combined efforts of many people—the farmer, his wife and children, the man who drives a bulldozer, the combine crew, hay balers, men who pick up the milk and take it to the city, the mailman, the schoolteacher, the school-bus driver, the veterinarian, the county agent, the real estate agent, farm neighbors, and radio and television broadcasters.

SHARPE, STELLA G. *Tobe.* Chapel Hill, N.C.: Univ. of North Carolina Press, 1939. A picture book of a Negro boy on a Southern farm. Although the book was published long before the Supreme Court decision prohibiting segregated schools, the book is included in the bibliography because its photographs and easy text show a farm on which there is little mechanization.

TRESSELT, ALVIN. *Sun Up.* New York: Lothrop, 1949. Conveys a feeling for nature in a farm setting, along with an account of the day's activities. Within the capabilities of better readers; well illustrated.

WARREN, MARY PHRANER. "Big Girl Now," in *Highlights for Children*, November 1964, pp. 26–27. Story about a little girl in a family of migratory workers who arrive at a laborers' camp in Colorado. The little girl is very happy when her father tells her that while they are in this camp she need not work but may go to school. The teacher should read this story aloud to the children.

Materials of Interest to the Teacher

From Tree Farms to You. Weyerhauser Co., Box A-2, Tacoma, Wash. An attractive booklet about a large lumber corporation's tree farms, and planting for the future. Free.

Films

The Dairy Farm. 15 min., sound; b & w $60, rental $3.90; color $120, rental $5.65. Coronet, 1942. The economic and social importance of the dairy farm in American life is portrayed by a visit to a typical Midwest farm. Includes sequences on the farmer engaged in his everyday chores of caring for his cattle, milking, and preparing the milk for market; seasonal operations such as cultivation, haying, and silo filling; children fishing, playing in the hay, and otherwise enjoying a country vacation.

Farmer Don and the City: How They Help Each Other. 11 min., 16mm, sound; b & w $60, rental $3; color $120, rental $5. Film Assoc. of California, 1959. Uses the experiences of a carrot farmer to explain that the farmer grows food which all people need, but that he in turn depends on people in the city for many of the things that he needs.

Farmers Make Hay. 11 min., sound; b & w $50, rental $2; color $100, rental $4. Arthur Barr Productions, 1953. Shows the importance of hay as food for the farmers' livestock, and the various steps in haymaking—mowing, raking, stacking, and baling.

One Day on the Farm. 11 min., sound; b & w $55, rental $2.15; color $100, rental $3.40. Coronet, 1955. Describes the events of a fall day on a farm. Shows the farmer and his family performing such tasks as milking, collecting eggs, feeding cows, and harvesting corn.

Truck Farm. 11 min., sound; b & w $55, rental $2.15; color $100, rental $3.40. Coronet, 1957. Bill and Cathy, when not in school, help with planting, harvesting, and many other jobs. Shows work that is done on the truck farm, what the farm produces, and where its products go.

LESSON 6: Houses in the Neighborhood

PURPOSE OF THE LESSON

1. To help the children discover that all families need housing and that since the home is the center of the family's activities, good houses help to make healthy families.

2. To show the various types of houses, from single-family houses to high-rise apartments, and to show that families may either rent or own their house.

3. To help the children understand that family income and size affect the family's choice of a house, and that changes in the income or size of the family lead it to seek new quarters. Families consider how much the house costs to buy or rent, the convenience of its location, and the condition of the surrounding neighborhood.

4. To help the children discover that since a house costs a large sum of money, most families do not have enough savings of their own to buy a house and must borrow the savings of others.

5. To bring out that the price of houses depends on supply and demand. The more houses that are offered for sale in a neighborhood or town, the lower their price will be. The greater the number of people who want to buy houses, the higher the price will be.

6. To help the children understand that some houses are built especially to the order of a customer, but that more often builders buy land, divide it into lots, and build many similar houses on it in the hope that they can sell these houses at a profit.

7. To help the children understand that if many similar houses are built at the same time, more efficient use can be made of materials, specialists, and tools. Such houses can be produced and sold cheaper than custom-built houses.

8. To show that since most houses are built to be sold for a profit, builders build more houses when prices are high and fewer houses when prices are low.

9. To help the children see that many people's jobs and incomes depend on the number of houses being built.

10. To show that the government sometimes helps build houses for those who cannot themselves afford good housing.

11. To show that scientists, engineers, architects, builders, and government try to find better ways to build houses that more and more people can afford.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. How are most of the buildings in your neighborhood used? (For housing.)

2. Why are houses important to us?

3. Who built Mr. Snail's house? Who builds our houses? (Many specialists working together.)

4. Who lives with Mr. Snail in his house? Who lives with you in your house?

5. What does Mr. Snail do with his house when he moves? What does your family do with its house when it moves away?

6. What could be some of the reasons why a family might want to move to another house? (Change in the size of the family, change in its income, change in price of homes.)

7. Who has more choice in the kind of house they will live in—Mr. Snail or your family?

8. Does Mr. Snail ever improve his house? Can people improve houses? Why? (Because they can make new designs, use new materials and better tools, and divide the labor better.)

9. Who are some of the specialists who work together to build houses for us?

10. How do banks help us to build houses? (They lend the money the builder needs for his machines and material.)

11. What does one need besides specialists and savings before he can start to build a house? (Land.) What does one have to do when he wants to build new houses in old neighborhoods where there is no vacant land? (Tear down the old houses.)

12. How does building houses help people get jobs and income?

ACTIVITIES

1. To help the children understand the importance of the house as a center of family activity, they can draw pictures of the things they do at home. (Eating, sleeping, playing, studying, entertaining friends, and being together with their family would all be good subjects.) The pictures can be collected and made into a classroom display titled "What We Do at Our House." The children can also write short compositions on one or another of the activities pictured. Afterward they can discuss the importance of the house in providing a protected center for these activities.

2. To discover what is meant by a good house or apartment, the class can discuss the various elements that are necessary for good housing. As each element is mentioned, it can be recorded on the blackboard.

   The following are among the important points that should be covered: Good housing provides space for cooking, eating, sleeping, and keeping clean. It provides space for the family to be together and also for members to be by themselves when they want to be. It has light and fresh air, and such conveniences as running water, heat, and electricity. It provides protection from the weather, is clean and free of vermin, and minimizes the danger of fire. The class should also know that good housing needs a good neighborhood around it.

   The teacher can point out that the elements discussed by the class have also been noted by doctors, architects, social workers, and those elected to make rules for the city. Many cities and towns have made some of these ideas into rules that the builders and owners of houses have to follow.

3. The class can collect pictures from home, housekeeping, and architectural magazines to illustrate the points raised in Activity 2. The pictures can be made into a display under the heading "Good Houses Have . . ."

4. To help the children understand that a house need not be new and expensive to be comfortable, the teacher can read them the poem "We."

5. To help the children realize that many families do not have good housing, the teacher can collect pictures of urban slums and substandard rural housing from newspapers and magazines and show them to the class. (The teacher can also point to some of the pictures in the "Let's Take a Trip" sections of Lessons 1, 3, 11, 12, and 13 as examples of poor housing.) After studying the pictures, the children can discuss the characteristics of poor housing. (Crowded, dark, and poorly ventilated rooms, a lack of private baths, inadequate kitchen facilities, dirt, and litter.)

6. After viewing the pictures and carrying out the discussion suggested in Activity 5, the class can discuss why there is poor housing in some neighborhoods and why people live there. The discussion should bring out the following points.

   a) In many neighborhoods not enough new houses have been built and the old ones must be used for a very long time. If a house is used for a very long time without being properly repaired, it is often in poor condition and without good facilities.

   b) Many families live in such neighborhoods because they have low incomes and cannot afford better housing; because they want to live in a certain neighborhood to be close to their relatives, friends, or place of work; or because discrimination forces them to live in such a neighborhood. (The teacher can point out that discrimination is not in keeping with American ideals and that in many cities rules are being made to assure free choice for all.)

7. As a means of discovering that poor housing exists all over the world, the class can collect pictures of poor housing in foreign countries from travel magazines such as *National Geographic* and *Holiday* and from illustrateds such as *Life* and *Look*. After seeing the pictures, the class should discuss the reasons for the poor housing. The discussion should bring out that in many areas of the world people have to spend almost all their time and material producing food and clothing, so that they have very little left over to produce housing.

8. To help the children discover that there are many different types of housing, the class can be organized into five committees that will examine the "Let's Take a Trip" sections of previous lessons. Committees should be assigned to Lessons 1, 2, 3, and 4. The teacher can supplement the photographs in the text with pictures cut from newspapers and magazines. Each of the five committees should report to the class on types of houses they found in the pictures, noting the differences they found and comparing their findings with those of the other committees. Certain points should emerge from the discussion of the reports, and the teacher can list them on the blackboard under the heading "Different Kinds of Houses." Some points that should come out are these: Some houses are new; some are old. Some are big; some are small. Some are for one family; some are for many families. Some houses cost more to build; some cost less to build. Most houses must stay in one place, but some can be moved (trailers and houseboats). Some are well kept; others are not. The children can draw pictures illustrating the various points brought out in the discussion and assemble them in a display titled "How Houses Are Different from Each Other."

9. To help the children understand why different houses may have different prices, advertisements for houses that are on sale can be collected from the newspapers. With the teacher's help the class can analyze the advertisements to find out why the prices of houses are different. The various factors featured in the advertisements will indicate that prices of houses differ because—

   a) Some houses now for sale would cost more than other houses to build. (production cost)
   b) Some houses, because of their better location, have more potential buyers than other houses. (demand)
   c) In some neighborhoods there are more houses for sale than in other neighborhoods. (supply)

   The teacher might also obtain some pictures, descriptions, and prices of houses from a real estate office and the class could analyze the reasons for the price differences, using the information supplied and the criteria discussed above.

10. To help the children discover why some people prefer to rent apartments and others to own houses, the teacher can ask them to inquire of their parents whether they own or rent and why they do one or the other. After the children have reported their findings to the class, they may supplement them with newspaper advertisements for rentals and houses for sale. Discussion of the findings should bring out the following reasons why some people prefer to own their homes: They feel more comfortable in a house that is their own. They want the space a house can provide. They enjoy doing jobs around the house. They realize that in paying for the house they are actually building up savings. Others may prefer to rent apartments for these reasons: They do not want to have to take care of a house. They want to live close to the center of the city, where fewer houses are available. They want to be able to move without the problem of selling a house. They cannot afford to buy a house. They do not want to go into debt and pay interest.

11. To help the children understand the careful thinking that is needed when families choose a house, the teacher can give them the following situations to act out.

    SCENE I: A father and mother and their six children discuss whether they should rent an apartment in the city or buy a house in the suburbs. Convenience in getting to work, availability of amusements, nearness to friends and relatives, and freedom from worry over taking care of a house should be weighed against greater play space for the children, new schools, and the savings represented by the payments on the house.

SCENE II: A family of three are seeking an apartment. They find one available through newspaper advertisements. The father calls the owner and asks questions about the apartment. The class should judge whether the family have asked important questions, and whether they should rent the apartment.

SCENE III: Three desks can represent apartment houses, and one child, playing the owner, should stand behind each. The owner should hold a sign giving the size of the apartment and the rent. Three families of different sizes and incomes look for apartments. Each family should state how much rent it can afford to pay. (The largest family should not be able to pay the highest rent.) The class should advise the families as to which apartments they should take. The discussion should bring out that families often have to compromise between what they need and what they can afford, and that sometimes a large family must move to a small house or apartment because that is all it can afford.

12. To bring out some of the reasons families move from one house to another, the children can ask their parents whether their family has moved in the last few years and, if so, why. Children whose families have moved can write short compositions about the reasons. Discussion of the reasons given in the compositions should show that most moves from one house to another are a result of change. Families grow bigger or smaller; neighborhoods change; rents and incomes change; the parents' jobs change; tastes change. The price of the house may change. The class can draw pictures illustrating the changes that cause people to move and prepare a display titled "Why People Move."

13. To help the children discover that houses cost a large sum of money, the teacher can bring real estate advertisements from the local newspaper to class. He can write some of the house prices on the blackboard and relate these prices to an average salary in the community. The children can select a house and give reasons why they would like to have it. The teacher puts the price of the house on the blackboard and explains how many years an average person would have to work to earn that much money. The teacher can then ask whether people can spend all their income on a house. (No, they must buy food and clothing.) Since most people do not have enough savings to pay for a house, what can they do? (Go to the bank for a loan.) The teacher can explain that house buyers can take from twenty to twenty-five years to pay back the loan with interest. Without such loans from the bank few people would be able to buy houses.

14. To show that savings are very important in the building of houses, a class committee can visit a bank to learn how savings are used to build homes. The committee should learn that houses cost a great deal of money and because of this few people have enough savings to pay for a house all at once; most have to go to the bank and borrow the money they need to buy a house. The banker can explain to them how the house buyers pay the money back to the bank in small payments over a long period of time. He should explain that they also pay interest on the money they have borrowed. Even when divided into many payments over a long period, these payments will be the biggest single item in the family budget. From the information gathered at the bank the class should see that few people would be able to buy houses at all if it were not for the savings that banks and other lending institutions lend to house buyers.

15. If the school is in an area where many families own their homes, the children can find out how long it usually takes people to pay for their homes by asking their parents. To bring out to the children just how long it really takes, the teacher can prepare a yardstick showing how old the children would be by the time a newly purchased house is paid for. At one end of the yardstick should be the children's average age. Numbered marks should be made for each year of the mortgage period (twenty to twenty-five years in most areas). The final mark should show how old the children will be when the mortgage is paid. A child can be drawn beside a new house at the beginning of the yardstick, and the child as a grownup beside the same house at the end of the yardstick.

16. To develop an understanding of why houses are so expensive, the class can discuss the various things that are needed to build a house. The children can then draw pictures illustrating the necessary elements. Picture captions should include the following information: Land is needed to build a house; lots of materials are needed to build a house; many men are needed

to build a house; a long time is needed to build a house; lots of savings are needed to build a house; one has to pay interest if one borrows savings. The children's drawings can be collected and made into a display titled "Why Houses Cost So Much."

17. To help the children understand that where there is a great demand for houses the price of land is high, and that where there is little demand for houses the price of land is lower, they can restudy the pictures of the small-town neighborhood (p. 22 in the text), the big-city neighborhood (p. 32), the suburban neighborhood (p. 42), and the farm neighborhood (p. 52). The teacher should ask the class the following questions: In which neighborhood do the most people live? (Big-city.) In which neighborhood do the fewest people live? (Farm.) Where could a builder sell or rent the most houses? (In the city, where there are the most people and thus the greatest demand; next in the suburbs; then the small town; and least of all in the farm neighborhood.) Where would a builder be willing to pay more for land—where he can sell or rent many houses, or where he can sell or rent few houses? Where will the price of land be the highest?

18. To help the children see how the price of land affects the type of houses that are built, they can study the picture of the big-city neighborhood on page 32 of the text. On the left-hand side of the picture they will notice the construction of a new building. The teacher can ask why the builder didn't build a house for one family instead of a large building with apartments for many families. The discussion should bring out that this land is so expensive that it would be difficult for one family to pay the price of a house built on it. With the tall apartment house the owner can collect rents from many families, and with this money he can pay for the land and for the building and earn a profit.

19. To help the children understand how the unique function and durability of a house set it off from other manufactured products, the teacher can have them read the story "A New Garage for Old House" on page 74 of the text. After the story the class can discuss the fact that houses wear out much more slowly than automobiles or almost anything else we buy. People usually sell or trade in a worn-out automobile, but they often live in old houses and patch them up because houses are so expensive to replace or remove. The class may also discuss some of the other differences between automobiles and houses that are not included in the story. Automobiles can be moved to where customers want them; houses seldom can be. So in some places there may be plenty of houses but no demand for them, while in other places there may be few houses and a great demand. Automobiles are produced in large quantities in factories; houses are usually built on the spot in relatively small quantities. So workers and tools can be used better in producing automobiles than in producing houses.

    After the discussion the class can construct a graph showing how much longer a house lasts than most of the things we consume. A long horizontal line should be drawn and divided into time periods. At the left, a drawing of an apple can be placed to indicate that food is consumed almost instantly; a little to the right, an item of clothing that lasts for a year or two; a little farther on, an automobile; and finally at the far right end, a house, indicating that it lasts a lifetime or more. The graph can be titled "Some Goods Last a Short Time; Some Goods Last a Long Time."

20. To help the children understand that some houses can be moved from one place to another and that such houses are produced in factories, the teacher can assemble pictorial and descriptive material about mobile homes and their production. The following is one source to which the teacher can write for such material.

    Mobile Homes Manufacturers Association
    20 North Wacker Drive
    Chicago, Illinois 60606

    If one of the children lives in a house trailer, he can report to the class on what his parents like or do not like about it.

21. To help the children discover what makes the price of a house high or low, the teacher can pose the following problems.

    PROBLEM I: The teacher draws two groups of ten houses each on the blackboard. Each group represents a neighborhood. In one neighborhood the teacher marks four houses for sale; in the other neighborhood, one house. The children are asked in which neighborhood they would look first if they wanted to buy a house at the lowest price. After a discussion of the effect of supply on price, the teacher can write the conclusion on the blackboard: The more houses there are for sale, the lower their price will be.

PROBLEM II: In this case there is only one house for sale in each neighborhood. But in one neighborhood five people come to look at the house. (The teacher can draw in stick figures to represent the potential buyers.) In the other neighborhood only one person comes to look at the house. The class should be asked in which neighborhood the price would be lower. After a discussion of the effect of demand on price, the teacher can write the conclusion on the blackboard: The more people there are who want to buy a house, the higher its price will be.

PROBLEM III: There are two new houses for sale in a neighborhood. One is made of more expensive materials and sells for $30,000. The other sells for $10,000. After a discussion of why the price of one house is higher, the teacher can write the conclusion on the blackboard: The more it costs to produce a house, the higher its price will be.

PROBLEM IV: In one neighborhood there is one house for sale and one buyer. In the other neighborhood there is an identical house for sale and again one buyer. But in the second neighborhood there are also several empty lots for sale. In which of the two neighborhoods will the house owner be able to sell his house at a higher price? (In the first neighborhood, because the buyer in the second neighborhood has the choice of buying the house or of buying a lot and building his own house.) After discussing the choices, the teacher can write the conclusion on the blackboard: A buyer will pay more for a house if he has fewer choices.

22. To bring out the need for the businessman-builder and the role of profit in the production of houses, the class can review Recorded Lesson 23, "Families at Work," and discuss the questions reinforcing it in the Resource Unit of that lesson.

23. To help the children discover that sometimes many houses are built and that at other times few houses are built, depending on the profits that builders expect, the class can discuss the following questions: When do you think a builder would expect more profit and so build more houses? When many people are moving into a neighborhood? When many people are out of jobs? When many people are getting married and looking for a place to live? When many people are employed? When prices of old houses or rents are low? When many houses are too rundown to live in? When people can get loans easily from the bank?

24. To help the children discover that many specialists work together to build houses, a local contractor or representative of a building trades council can be invited to tell the class about the various specialists who are needed to build a house: architects, excavators, concrete laborers, carpenters, masons, plumbers, sheet metal workers, heating men, electricians, plasterers, roofers, painters, landscapers, and so on. He can explain how important it is that each of these specialists do his part of the work at the proper time so that the whole job can be done quickly and cheaply.

25. To help the children understand the importance of planning, proper division of labor, and the use of competent specialists in the production of houses, the teacher can have the class act out the following playlet.

SCENE I: A child, playing the builder, holds a picture of a house in his hand. He hires five men to build the house. None of them is a specialist. The builder simply shows them the picture of the house and tells them he wants them to build the house. The five men dig the foundation, build the house itself, and install the plumbing and wiring. After the house is finished, a family moves in. When they try to turn on the lights, the switches don't work. Only cold water comes out of the shower. The family leave the house to go shopping, and return to find that the house has collapsed because it was not properly planned and built.

SCENE II: The same builder has a picture of the same house. But this time he also has a blueprint. He lists the specialists he will need. He puts an ad for them in the newspaper. They begin to answer his ad. (Each specialist should be labeled: excavator, carpenter, plumber, laborer, plasterer, electrician, roofer, and so forth.) The builder hires them all and they all begin work right away. But many of them must stand around waiting while the excavator does his work and the foundations are put in. The electrician cannot put in the wiring until the carpenters have put up the walls. The house is finally properly built, but it is very expensive because the builder had to pay out so much in wages while the workers were waiting for each other to do this or that.

Scene III: This starts as Scene II did, but this time the builder has a work schedule. He puts an ad for an excavator and foundation men in the paper. While they are working, he hires masons and carpenters. The foundation men leave and the masons and carpenters go to work. As they finish, the builder has electricians and plumbers ready to go to work; then he hires plasterers, roofers, and painters until the house is completed. This time the house is properly built and does not cost too much because specialists were hired and the labor well divided.

After the playlet the class should discuss how important it is to hire specialists and have them work in the proper sequence so that no time is lost and they do not get in each other's way.

26. To show the children that the income paid to all the people mentioned in Activities 24 and 25 provides income for many others, the teacher can have them act out the following sequence: A child pretends he is a carpenter working on a house. At the end of the day he receives his income (play money) from the builder. The carpenter goes to the grocer (played by another child) to buy groceries. The grocer in turn buys canned goods from the owner of the canning factory. The canner buys fruit and vegetables from the farmer. The farmer uses his money to buy machinery from the farm-machinery factory. Afterward the children can draw pictures of the different steps in the sequence and combine them into a cartoon strip titled "When Workers Spend, They Give Jobs to Others." A discussion can be developed on the point that many people's incomes depend on the number of houses that are built.

27. To show that cities, states, and the United States help to build good housing for families that could not otherwise afford it, the teacher can read the story "The Treasure Hunt" (in Lesson 10) to the class. Afterward the class can discuss why everyone should have decent housing and how taxpayers can help people who might not otherwise have such housing by building good housing and renting it to those who need it at low rents.

28. To give the children an understanding of the purposes of public housing and how it functions, an official from the local housing authority or a local project director can be invited to visit the class and tell why public housing is needed and how it provides good homes for those who need them. The guest should be encouraged to bring pictures of a public housing area before it was cleared and of the new buildings that now stand there.

29. To acquire an understanding of how land cleared by the government can be used, the class can study different examples from the photographic field trips in the text. The picture with the tennis courts in the foreground on page 34 shows how a private builder used the land to build large apartment houses for profit. The government had cleared the land of the run-down buildings that were there before and sold the land to the builder. If the builder had had to buy the old buildings and tear them down himself, the land would have cost so much that the rent on the apartments would have to be very high and only a very few families could afford to live there. Because the builder did not have to pay for tearing down the house and clearing the land, he could charge lower rents and more families could live in nice apartments.

The picture with the playground in the foreground on page 15 of the text shows how cleared land was used by the city to build apartment houses for families whose income was too low to pay for good housing. In this case the city itself owns the buildings and the rents are low because the city does not make a profit.

30. If the children live in or near a public housing project, they can prepare a report about it, telling what the area was like before, who paid for tearing down the old buildings, and who paid for building the new houses. The report can also compare the area before and after.

31. To give the children an idea of the great variety of tools and machines that help builders to produce cheaper and better houses, a trip to a nearby construction site can be arranged. There the children can see how the different specialists use the many tools and machines. After returning to class, the children can write brief compositions on what they saw. Individual children may want to concentrate on one type of specialist and his tools and machines (the carpenter and his hammer and saw, the plumber and his wrenches, the excavator and his bulldozer, and so forth).

32. To bring out that new materials are constantly being developed to help builders produce cheaper and better houses, the class can prepare a display of materials developed in recent years. It should include samples of such materials as plywood, pressed wood, spun glass insulating material, vinyl tiles, various plastics, and lightweight concrete. (Local suppliers or construction firms might provide enough of the materials for the display.)

33. To discover that we have a greater choice of building materials today than people had in the past, the class can prepare a table display. The display should be divided into two parts—one labeled "Building Materials of Long Ago" and the other labeled "Building Materials Today." The first section can include brick, stone, sod, clay, and wood. The second section should include all these, but should in addition have steel, aluminum, glass, wallboard, concrete, cinder block, new roofing materials, and plastics. (Actual samples or pictures from newspapers and magazines can be used.) The differences these choices make can be emphasized by adding pictures of old houses, ancient buildings, and pioneer cabins to the first section, and pictures of modern skyscrapers and ranch houses to the second.

34. To show the children how one man's creative ideas can produce a better building than has been built in the past, and how such a building can benefit a community, the teacher can read the story "The Baron and the Architect" to the class. The story reflects the precept of American architect Frank Lloyd Wright that a building should fit the place and the people who use it. Afterward the class can discuss how Wright solved the problem of making the Imperial Hotel safe from earthquakes and comfortable for both Japanese and Westerners. The following are some of the questions that should be posed: Why did the Japanese build houses of paper and wood? How did Wright build a large concrete building that had similar qualities? What conditions did the Japanese prefer for sleeping and eating? What conditions do we prefer? How did Wright make everyone feel comfortable? As a follow-up the teacher might bring to class pictures of Japanese homes and the Imperial Hotel and explain that the hotel is still a landmark in downtown Tokyo.

35. To bring out how architects and engineers are constantly trying to build better houses through improved designs and new materials, the class can study "Let's Take a Trip" on page 72 of the text. As the children study the different houses shown, the teacher can read aloud the stories about the architects who designed them ("Men, Ideas, and Homes").

After looking at the photographs and relating them to the architects, the class can discuss whether these houses are different from most of the houses in their neighborhood and in what ways they are different. (Their use of glass, steel, and concrete, the blending of gardens with interiors, the size of the windows, the way the houses are built for their surroundings, and their general design.) In particular, the children should notice how Wright's Falling Water house makes use of its natural setting; how the Neutra houses make use of large windows and glass walls to open them to the nature around them; how Mies van der Rohe and Le Corbusier build upward to provide housing for many families; how Mies uses steel and glass and lets the structure of the building show through; and how Le Corbusier molds reinforced concrete into a carefully designed building that is almost a neighborhood in itself.

The teacher can also point out that some houses such as Wright's Falling Water and Neutra's desert house have been designed and built for particular clients. Such fine houses may be very costly, but they serve as a source of ideas for other houses that can be built more cheaply.

36. To show the children how the advanced ideas of some architects become widely used, the teacher can review with them the photographs of prefabricated houses (the Gropius and Fuller houses) on pages 72–73 of the text and the stories about

Walter Gropius and Buckminster Fuller. The class can discuss how Gropius has shown that with the help of machines and the teamwork of architects, engineers, craftsmen, scientists, and builders, attractive houses can be produced at modest prices. Gropius designed houses that can be assembled from parts made in factories. Such houses can be constructed at a lower cost than those using parts made at the construction site.

Discussion of Buckminster Fuller should emphasize his role as a creative thinker with plans for the future. Attention should be focused on his belief that with man's inventions and knowledge good houses and a better life can be provided for all. The houses he has designed (strong, comfortable, very low cost) reflect this belief.

The teacher can then explain that prefabricated houses are produced in large quantities today. The teacher can collect sales folders describing prefabricated homes and show them to the class. The class should discuss how it is faster and cheaper for workers to put up whole sections of walls and doors and windows than it is for them to build a house board by board. It is also cheaper to produce such sections in a factory, where big machines can be used to cut out the parts in great quantities, than it is to cut the parts separately at the building site.

37. From the biographical material contained in "Men, Ideas, and Homes" and from the additional material below, the class can speculate on what may have led these men to become interested in building houses. Perhaps some of the children are also interested in building houses when they grow up. They might tell what they would like to do in this industry.

Le Corbusier's father and grandfather were watchmakers and designers, and he was sent to a school for watch designers. A teacher there recognized his artistic talent and encouraged him to make greater use of his abilities. The teacher advised him to travel and to discover and sketch what impressed him in the places he visited.

Frank Lloyd Wright's mother believed that her son should become an architect and she did much to encourage him. She placed pictures of fine buildings in his room, and on his seventh birthday she gave him a special set of building blocks and folding paper. After he had grown up, Mr. Wright said that from the blocks and folding paper he had learned much about shapes and forms that helped in designing buildings.

Some of the children may want to draw houses that appear to be growing in the place where they are built, as do Wright's and Neutra's houses. Or some of them may want to use modeling clay or cardboard to make buildings like Le Corbusier's that stand off the ground on pillars and have places to swim and play on the roof. Others may want to design houses like those of the other architects discussed, or they may want to draw houses they think can be made in factories.

38. To show the children that many houses of the past are worth preserving as a part of our heritage, the teacher can read the story "The Old Farmhouse" to the class. Afterward the following questions can be discussed: Do you think it was good to keep the old Dyckman house in the big-city neighborhood? Do you think the land on which the house stands could be sold at a high price? Why wasn't the house torn down and replaced with big apartment buildings? Are there old houses in your neighborhood or in other parts of your town that should be kept because they are beautiful or because famous citizens lived there and it is good to be reminded of old times? The class can invite a historian to talk on the importance of preserving historic buildings. If there is an old house that is now a museum, the children might take a trip to see it. They should note the materials used in its construction and the amount of handwork involved.

39. As a review of the lesson, the class can read "What Did We Learn?" on page 77 of the text. As each statement is read, it should be related to class activities and discussion that bear it out. The children should be encouraged to give pertinent examples from their own experience as well.

40. The following activities can be completed in the Activity Book.

a) 6A: "Which House Will Sell at a Higher Price?" After completing the activity the children should discuss the reason for each decision. The discussion should demonstrate how the price of a house is affected by its size, its quality and location, the supply of houses, and the demand for houses.

b) 6B: "Which Houses Belong in Each Neighborhood?" The teacher should be certain that the children understand each picture before they mark their choices. They should also be told that there may be more than one correct choice in each group. After completing the activity, the children should discuss the reasons for their choices.

c) 6C: "How Are Houses Built?" The children should be able to place the actions pictured in the proper sequence. After completing the activity, the children can use the exercise to review the steps involved in financing, constructing, and selling homes.

STORIES, POEMS, SONGS

The Old Farmhouse

by Dorothy Senesh

Susan lived in an apartment house in New York City. One day her mother said, "Susan, you need a warm coat for school. I saw a pretty red one in a store window in our neighborhood. Let's try to find it."

They took the elevator down to the street. As they opened the door and went outside, a cold wind blew past them. They buttoned up their coats. The tall apartment houses could keep the sunlight from their street, but they could not keep out the cold wind.

Susan looked up toward the sky. "Look how blue the sky is today," she said.

"I wish we could take a drive in the country today," said Mother. "It must be beautiful at this time of the year with the trees all red and orange and purple."

They walked to the end of their street. When they came to the corner, they turned to walk along a much bigger and busier and noisier street. It was named Broadway.

On both sides of Broadway were tall buildings as far as they could see. Along the first floors of the buildings were stores and offices. People hurried along the sidewalks. Cars, buses, and trucks sped along the streets.

Mother and Susan walked for many blocks looking for the clothing store where Mother had seen the pretty red coat.

Susan was beginning to drag her feet.

"You're getting tired," said Mother. "I am too. Look, there's the Dyckman House. Let's go and rest in the garden for a while."

Mother waved her hand toward the next corner where there was a small white wood-and-stone house. How different it looked from the rest of the neighborhood. The other buildings around the Dyckman House made it look very, very small.

"I go past here on my way to school," said Susan, "but I never thought about this house before. What is the Dyckman House?"

"It's an old farmhouse," said Mother.

"A farmhouse?" asked Susan, looking puzzled. "There's hardly any land around it. Why don't they tear down that old house and put a big apartment building there?"

"Oh, Susan!" cried Mother. "Don't say such a thing! I'm glad the old farmhouse is still in our neighborhood. It takes me out of this noisy street and makes me think of our country when it was young. And somehow, just because it takes me back to long-ago times, I see the world around me today much better."

Susan looked at her mother in surprise. Why should Mother care so much about a funny old farmhouse—without a farm?

Mother opened the gate, and Susan ran up some steps ahead of her into the front yard of the Dyckman House. At the top of the steps she stopped.

"Mother," she whispered, "there are some people on the front porch. Are you sure it's all right to come here?"

"Don't worry," said Mother. "This house belongs to all of us, so we can come here whenever the house is open."

Susan wondered how this house could belong to everyone, but she did not say anything.

Mother and Susan walked around to the back of the house. Mother sat down on a bench while Susan skipped around the square flower beds. Soon she was back and sat down beside Mother.

Mother began to tell the story of the Dyckman House. "Long ago," she explained, "before these big apartment houses were here, this place was all thick, dark forest. Bears and deer and Indians moved quietly through the trees. Then one day, along came the Dyckman family. They cut down many of the big trees to make an open space for the farm. They used the wood and some stones to build their farmhouse."

"If this farmhouse belongs to all of us, we can go inside and look at it, can't we?" asked Susan.

"A fine idea," said Mother. "I'm rested now."

Mother and Susan went to the door and Mother was just about to knock on it when the top half of it opened.

"Oh, look, Mother! The door is cut in half!" cried Susan.

A lady looked out of the top half. "Please come in and look around," she said. And she opened the lower part of the door to let them in.

Susan and Mother found themselves in a hallway where a tall grandfather's clock stood like a guard. On the right side of the hall a doorway opened into a parlor, and on the left side another doorway opened into a dining room. They looked into the parlor first.

"What fine tables and chairs those are," said Mother. "They were all made by hand."

"Do you think Mr. Dyckman made them?" asked Susan.

"No," called the lady from the hall before Mother could answer. "I think Farmer Dyckman was much too busy with his farmwork to make fine furniture. Most of these chairs and tables were made by skillful furniture makers in New York."

Susan went across the hall to look into the dining room.

"Mother, come here! See how big this table is! It has eight legs! And the fireplace in this room is so pretty. It's got blue-and-white pictures around it. I think they tell a story."

"Those tiles around the fireplace," said the lady, "came from across the ocean—from Holland. I like this room best. I always feel that the Dyckman family liked it best too. On cold nights the fire must have made them feel very snug here. After a hard day in the fields Farmer Dyckman probably liked to sit in his easy chair by the fire, while Mrs. Dyckman knitted warm scarves for the children. How pleased they must have been to look at the blue-and-white tiles in the firelight."

Mother and Susan moved slowly away from the dining room to a small room behind it. There they looked into some glass cases that were full of things that used to be in the old farmhouse, or that were found in the fields around it. In the cases were pieces of Indian pottery and arrowheads, old coins, buttons, a soldier's uniform, guns, and some rusty knives and forks.

Mother and Susan climbed up a steep stairway. There were two bedrooms upstairs—one on each side of the hall. The beds in both rooms were very high. At each corner of the beds was a tall post.

"I think children would have an awfully hard time climbing into these beds, Mother," Susan said.

"You wouldn't have slept in the high beds, Susan," said Mother. "So you needn't worry. Do you see that little bed under the high bed? At night we would have pulled the little bed out into the middle of the floor, and that's where you would have slept."

The lady had followed them upstairs and was looking over their shoulders.

"How do you like the patchwork quilt?" she asked Susan.

"It has so many nice colors in it," said Susan.

"I'm sure the Dyckmans would rather have had fewer colors in their bed covers," said the lady. "They made use of all the small pieces of cloth left over from their sewing. When they made quilts, they cut the pieces into pretty shapes and sewed them together. Families then could not afford to waste anything."

Mother led Susan down the stairs again, past the grandfather's clock, and down some more steps into the cellar. Over the cellar steps Susan noticed several buckets hanging from hooks.

"Why, they're made of leather," said Susan. "We never make buckets of leather!"

"No, we don't today," said Mother, "but when the Dyckmans came here leather was cheap and tin was expensive, so the people used leather for many things."

At the foot of the cellar steps there were two doors. One door was open, and a light shone through it. Mother and Susan looked in. It was the kitchen, and there was the biggest fireplace in the whole house. Lots of hooks hung down from inside the fireplace so that kettles could hang over the fire. A long wooden table was set with metal plates and cups.

"Why did they use metal plates, Mother?" asked Susan.

"Metal plates and cups didn't break," said Mother. "They probably used these for every day, and used china plates only on important occasions. China plates were very expensive in those days."

Susan tried to open the other door, but it was locked.

"I suppose that was where the Dyckmans stored their food," said Mother. "The cellar was a cool place in summer and winter and the best place for storing food. I wonder what this cellar smelled like with its barrels of salted meat, salted fish, cider, vegetables, and apples and . . ."

"Stop! Stop!" cried Susan. "I'm hungry!"

"No wonder, Susan. It's almost suppertime! We must go."

They hurried up the cellar steps to the hallway again. As they passed the grandfather's clock, it bonged five times. The lady was turning off the lights upstairs.

"Come again," she called. "Come often."

Mother and Susan walked to the gate and stopped to look back at the old house.

Finally Mother spoke: "When the Dyckmans first built their farm, New York was just a small town, but it was growing. Its streets and big buildings began to cover up more and more farmland. And, at the same time, the Dyckman farm was being passed from father to son. Then the day came when the city grew this far. That was when the Dyckman family decided to move. They wondered what they should do about the little farmhouse. Should they sell the land to big builders who would tear down the little farmhouse and build big apartment houses in its place? But if they did that, then people would pass this place and there would be nothing here to remind them of the people who helped to build our country when it was young. The Dyckman family decided that they would not sell the old farmhouse to the big builders. They decided to give it to the people of New York."

The little house was dark inside now, and it was getting dark outside.

Susan and Mother turned their backs on the little house and joined the crowds of people on Broadway who were hurrying home. How noisy and busy Broadway seemed after the quiet hour in the Dyckman House.

Suddenly Susan ran ahead to a store window.

"Mother, come here! Here's the prettiest coat of all!"

"That's it!" cried Mother. "That's the store I was looking for. I knew you'd like the coat!"

A half hour later Mother and Susan were half walking, half running up their street to their apartment building. Under Susan's arm was a big box.

"Mother! This has been a wonderful day. What a lot I have to tell Father!"

The Baron and the Architect

by Grace Pamplona

The emperor's ministers were puzzled. Before them stood a group of hotel owners from Tokyo, the capital city of Japan. They told the ministers that guests from Europe and America didn't like to stay in Japanese hotels. One hotel owner said, "All they do is complain, complain, complain."

"Our hotels are neat and clean, and our service is excellent," added another owner, "but visitors from Europe and America still complain."

The ministers were worried. They wanted guests from around the world to enjoy their stay in Japan. One minister turned to the others and said, "We must find out why Europeans and Americans do not like our hotels. Let's send men to ask our friends why they are unhappy."

Men were sent scurrying all over Tokyo to ask questions. An Englishman was glad to answer. "You Japanese sleep on padded quilts that you roll out on the floor at bedtime. I have a backache," he said, standing stiffly with a hand on his hip. "In England we sleep in beds."

The Englishman's wife said, "At mealtime, you sit on the floor and eat at low tables. We are used to sitting on chairs, not on cushions as you do. Sitting on the floor is uncomfortable for us."

The emperor's men asked a family from the United States why they didn't like to stay in Japanese hotels. The father said, "You have mats made of dried grass covering the floors. You Japanese like to walk on the mats, but in our country we are used to carpeting."

The mother in the family said, "You have sliding doors made of rice paper. We have strong wooden doors that open and shut. We miss having our own private bathroom, too."

"And you don't have any dining rooms," added a little boy who liked to eat out. "Here we must eat in our rooms."

The men were kept busy writing down all the complaints they heard. They made long lists of the complaints and took them to the emperor's ministers. The ministers listened patiently.

After a long silence, one said, "It is very strange. The people of Japan and the people from Europe and America like different things. We in Japan like to sit on the floor. We like to eat in the quiet of our rooms. We would be unhappy sleeping in beds raised off the floor. We must have hotels that please our own people, but we want to make our visitors happy too. We will build a hotel in which everyone will be happy. It must be a very special hotel, and it will be built in Tokyo."

"I know!" said another minister. "We'll call in Baron Okura. He's one of the wisest businessmen in Tokyo. We'll ask him to take charge of building the hotel. He'll know what to do."

Baron Okura did indeed know what to do. When the ministers called him in, he said, "I know just the man to plan such a hotel. He's an American architect named Frank Lloyd Wright. His new ideas have already made him famous."

One of the ministers said, "Perhaps he can build a hotel for Tokyo that will be just right for us Japanese and just right for Americans and Europeans who visit Japan."

And so the ministers asked the baron to send for Frank Lloyd Wright.

Frank Lloyd Wright was glad to plan a hotel for Tokyo. He packed his things and left for Japan. When he arrived, he talked to the Japanese about their special building problems. He knew that earthquakes were common in Japan. That was one reason why the Japanese built one-story houses of wood and paper instead of stone, brick, and glass. An earthquake shakes the land and makes big cracks in the earth. Small, light buildings could rock back and forth without falling down. They had a better chance of standing through an earthquake.

Mr. Wright admired Japanese buildings because he understood why they were built of wood and paper. But he wanted to build a new and different hotel for Japan. He wanted to use concrete and other strong materials if he could. He thought and thought. Then he had an idea. If he could build the hotel on muddy land, it might be safe. It would float on the mud during an earthquake as a ship floats on a stormy sea. The mud would move a little underneath the hotel, but it would not crack open like hard ground.

Then he had another idea. During an earthquake a building rocks back and forth. If the beams that held the building in place were fastened so tightly that they couldn't sway, the building might fall over. Mr. Wright decided to fasten his beams only at one end, like the limbs of a tree. Then they could slide back and forth during an earthquake, and the building would be safe.

That was a new idea in architecture. No one had ever tried it. But Frank Lloyd Wright was willing to trying something new, even though he had to take a risk.

It took several years to complete the hotel, and Mr. Wright stayed in Japan most of the time to see that it was done as he had planned. At each step of the way Baron Okura was there to help. He helped Mr. Wright understand the ways of Japanese workmen. And he helped the Japanese workers understand what Mr. Wright was trying to do. Bit by bit the hotel of brick and stone and concrete rose up.

When the hotel was nearly finished, Mr. Wright got ready to leave Japan. On his last day in Tokyo he went once more to see the hotel. He wanted to say thank you to all of the men who worked so hard to build it. When he walked into the building there was not a sound. Is there no one here to send me on my journey? he thought. He walked from one empty room to another. Where are all the workmen? he wondered.

He turned one last corner. "Hurray for Frank Lloyd Wright!" many voices called out. "Long live Frank Lloyd Wright!"

Tears came to the architect's eyes. All of the men had been waiting to surprise him. Frank Lloyd Wright left Japan a happy man.

When the hotel was finished, it was named the Imperial Hotel, because it had been ordered by the imperial palace of Japan. No one had ever seen a hotel like the Imperial. European and American guests found beds, chairs, and desks in their rooms. The rooms were decorated with Japanese pictures because Mr. Wright thought that Japanese works of art were among the most beautiful in the world. Japanese guests found mats on the floor and low cushions to sit on. There were low tables for dining. Guests could choose whether they wanted to stay in a room planned in the Japanese or the American way.

The hotel dining room served both kinds of food, and Japanese guests could have meals served in their rooms if they wished. Many Japanese chose to eat in the beautiful dining room. With the help of waiters who spoke both Japanese and English, the guests could talk to one another. Europeans and Americans made new Japanese friends at the Imperial Hotel.

Mr. Wright had thought of everything. Everyone who stayed at the Imperial — Japanese, European, or American — was made comfortable. It wasn't long before the hotel became so much a part of Tokyo life that it was hard to remember the time when it had not been in the center of town.

There were a few Americans, though, who stood in front of the hotel and shook their heads. One would say, "Wait for the first earthquake. Then this pile of concrete, brick, and stone will come crashing down."

Another would say, "Yes, just wait until the first earthquake. Then everyone will see that hotels like this can't be built here in Japan."

These men didn't have long to wait. Shortly after the hotel was finished, a great earthquake shook Japan, and Tokyo was badly hit. The ground cracked open and buildings fell into the cracks. Other buildings fell to the ground as the earth shook. A fire started and swept through the city, burning many homes of wood and paper.

Where did the frightened people go to escape from the fire? What was one of the safest places in all Tokyo? The Imperial Hotel. It didn't fall into the earth. It moved a little on its bed of mud, but it was safe. Many lives were saved because people found shelter in the hotel.

The people of Tokyo had lost their city buildings. Many had lost their families and homes. But they had not lost the Imperial Hotel. No longer did men stand before it and shake their heads. No longer did they fear that it would fall in an earthquake.

The Imperial Hotel was built more than fifty years ago, and since then many modern buildings have gone up in Japan. But Japanese and Europeans and Americans still admire the work of the great architect Frank Lloyd Wright. He had dared to try something new.

Men, Ideas, and Homes

by Dorothy Senesh

FRANK LLOYD WRIGHT

Many people say that Frank Lloyd Wright was America's greatest architect. When he was a boy he spent most of his time working on his uncle's farm. When he grew up and became an architect, he tried to build what he saw and felt in the outdoors he loved.

Come, let's visit one of the finest houses Frank Lloyd Wright ever built. The house is called Falling Water because it is built over a waterfall.

Imagine that we are walking along a road through the woods. High over our heads tall trees make a thick ceiling of leaves. A little farther down the road we see many big trees lying on the ground. A storm must have blown them down. Above them is an open place in the leaf ceiling that lets the sun in.

We move on along the road. The wind blows and makes little openings in the leafy ceiling that sunbeams shine through. They shine on a soft, velvety patch of moss with dry, curled-up leaves all around it. The bark of some of the trees looks smooth as satin; the bark of others is very rough and shaggy.

We come to a bend in the road. What will we find around the bend? Surprise! Our road goes uphill! On one side of the road huge rocks are piled up a hillside. Some of you scramble to the top to warm yourselves on the sunny rocks. Some of you find little dark caves between the rocks and poke your heads in to see if a bear is inside. "No bears!" you report, and you slide down over the smooth side of a big rock that hangs over the road.

We have just a little farther to go. There is a sound that grows louder and louder. Our road brings us out into the bright sunlight. There is a bridge with a stream rushing under it.

We look over the side of the bridge. There are stone walls standing down there in the water, and they go straight up, up to make a house two stories high. This is Mr. Wright's Falling Water house. Two enormous, smooth concrete balconies, one above the other, spread around the rough stone walls. The balconies are very bright and sunny, but the space between them looks dark as a cave. If you look closely you can see through glass windows into the big living room. You can see a big fireplace, made of the same rough stones as the outside walls. On the floor in front of the fireplace is the flat nose of a great rock that must have been on the hillside for ages and ages. Mr. Wright did not blast it away. He built the living room around it, and he honored it by making it the hearthstone for the fireplace. If the fire in the fireplace tosses out hot cinders, the hearthstone receives them coolly.

We cross over the bridge and look up. Over our heads is a low roof with slits in it. Vines grow across it and trees and bushes grow right up through it. Under this roof in a dark corner—dark enough to be a cave—is the big door to the house. "Any bears inside?" you ask.

But where is the waterfall? Come! Let's go back across the bridge and into the woods. We can crawl down the steep hillside to the edge of the stream. We look up toward the house. And there, under the big balcony, the water falls, crashing and splashing, over a big rock. The house looks as if it grew right out of the hillside.

Mr. Wright wanted all his houses to look as if they grew where he built them. He tried to build his houses as if they were part of the outdoors. He built little windows high up in the walls or in the ceilings to let the sunlight fall down into the house. He liked to use natural materials such as stone and wood. He tried many different ways to make the outdoors seem to come inside—like the big stone in the floor of the living room.

He tried many ways to make the indoors seem to reach outside.

For his skyscrapers he used the idea of the tree trunk, with the floors coming out like branches. The skyscraper building went deep into the ground like the tree's roots. He used the idea of the snail shell for buildings so that the strength could be all around—in the walls, the ceiling, and the floor. One of the snail-shell buildings is a famous museum. Inside it a balcony rises from the ground around the walls to the top of the building, where there is a big skylight that lets the sunlight come in.

Mr. Wright tried out many ideas in his houses. We use some of them in our houses today. Picture windows and skylights were his ideas, and carports, too. He was the first to use all-glass doors leading to gardens. Ranch-type houses and split-level houses apply his ideas.

Mr. Wright liked to try out new ideas. We have used many of his ideas, but many of them are still waiting to be used.

WALTER GROPIUS—*The Teacher*

Some years ago a boy named Walter Gropius was born in Germany. Walter's father was an architect for the city of Berlin. There probably was a great deal of talk about building in the Gropius home. It's not surprising that the little boy spent a lot of his time building toy bridges and houses.

When Walter Gropius grew up, he worked for an architect who designed factory buildings where big electrical machines would be made. There he worked with two other young architects—Le Corbusier and Mies van der Rohe. Young Walter was happy to be with the artists and architects who planned the factories. He thought it was good for artists and architects to be a part of the working world, and good for the working world to need artists.

He thought that machines are important to us because they produce so much for us. But machines could produce things that were pretty or things that were ugly. It would depend on what kinds of samples the machines copied. Here is a job for artists, thought Walter Gropius. Artists should use their skills to design good things for the machines to copy. Then stores will have fine attractive goods to sell.

He opened a school where young people could learn how to design things for machines to copy. There were many teachers in the school. Some were painters, sculptors, and architects. A furniture maker, a weaver, a photographer, and many other craftsmen also taught at the school. They taught the young students how to work with wood or metals or other materials. Students and teachers at Walter Gropius' school made fine furniture, rugs, curtains, lamps, machines, books, and many other things.

Young Mr. Gropius was a very good architect. He designed the buildings for his own school. They were so different from old-fashioned buildings that they shocked people. People had got used to old-fashioned buildings with very fancy fronts. They hardly ever looked at the sides or backs of buildings. Old-fashioned buildings had heavy strong corners to hold the buildings up. Walter Gropius and his young architecture students designed buildings of concrete and steel and glass that looked light enough to float away. They had many, many windows or even whole walls of glass. And they were good to look at from all sides.

Mr. Gropius likes to design big apartment houses where many people can live. Better still, he likes to design good apartment houses with low rents that most people can afford. He noticed that Henry Ford had found a way to produce automobiles in factories. So he decided to find a way to produce houses in factories. He believed that factories could produce good houses that most people could afford.

Working with a team of specialists, he designed a house that could be built in a factory. Whole walls and ceilings, roofs, doors, and windows were produced in the factory. Trucks took these parts to wherever someone wanted to build a house. Mr. Gropius and his team of specialists even found a way to make factory-built houses bigger by adding parts to them, or smaller by taking parts away. Even though houses standing next to each other came from the same factory, they did not look exactly alike. Walter Gropius had found a way to produce well-designed houses that even families with low incomes could buy.

Walter Gropius came to live in the United States. He taught architecture at one of our great universities. He told his students that architects should learn to work in teams with scientists, engineers, builders, businessmen, and other specialists. From them, architects will be able to learn about the newest materials and machines and newest ways to build. Then buildings can be more useful to us.

Today Walter Gropius is famous for the buildings he has planned and built. But he is also famous for his ideas about using man's newest knowledge and newest machines to produce better houses at prices that people can afford.

LE CORBUSIER—*Architect, Sculptor, Artist*

About seventy-five years ago a boy was born in a lovely valley of the Swiss mountains. His name was Charles, but later he also used the name Le Corbusier. Because of his heavy black-rimmed glasses, people said he looked like a raven, so they shortened his name to Corbu, which sounds like the French word for raven.

Corbu's father and grandfather were fine watchmakers. They wanted Corbu to become a watchmaker too. But the boy was more interested in painting, sculpture, and architecture. Before he was twenty years old, he set off with his knapsack on his back to see the world.

On his travels he saw many things that interested him. In Italy the plain white houses, gleaming in the sun, delighted him. They looked as though they had been molded by a sculptor's hand. He couldn't forget them.

Corbu went to Paris to study with a famous architect. There he learned of a way to produce strong, man-made rock by adding steel to concrete. Now, big buildings could be held up by pillars of concrete with steel inside them. Walls no longer had to be strong. They could be made of glass.

On a trip to Germany, Corbu studied new factory buildings made of steel and glass. He thought the design of these buildings was beautiful because they were so simple and plain. While in Germany he met two men who were as interested in the new buildings as he was. They were young Walter Gropius and Ludwig Mies van der Rohe.

Everywhere men were designing things more simply. Corbu saw pictures of grain elevators and big bridges in the United States. He liked their clean, clear, and useful design. The more he saw, the clearer his ideas about houses became. If walls were no longer needed to hold up buildings, he didn't have to design square houses with strong corners; walls could curve, and there could be windows where corners used to be. From the outside his houses looked like pieces of sculpture. Inside there were few walls. Instead of many small rooms, his buildings had fewer rooms, but there was big, open space in which to move around.

Corbu designed a big apartment house more than fifteen stories high. It stands off the ground on many strong pillars of concrete with steel inside. This leaves a place under the building that people can walk in. The building seems to cry out, "Look at me! I am built of man-made materials. I am all concrete, steel, glass, and paint!"

Every apartment in the building has its own balcony, painted red, yellow, or blue. Every living room is large, and a part of it is two stories high. On the roof of the building he designed a park where the neighbors can come together. It has benches and places to walk, a swimming pool, and a restaurant. It even has a playground with caves and tunnels made of concrete where the children have great fun crawling.

The building has more than three hundred apartments. All of the seventh and eighth floors are a shopping center. People can do their shopping there without going outside. Wouldn't that be fine for cold or rainy weather? This building is really a whole neighborhood for the people who live in it.

Now, when people see big concrete buildings raised off the ground on pillars, they think of Corbu. They think of him when they see windows that go around curved corners. They think of him when they see flat roofs with gardens on them. They think of him when they see buildings that use bright colors to show off in the sunshine. That is why Corbu's many buildings are studied by young architects all over the world.

MIES VAN DER ROHE

Mies van der Rohe was born in Germany many years ago. His father was a stonecutter. Little Mies liked to watch him work. Mies saw how carefully he worked. If a stonecutter makes a mistake when he is cutting stone, there is no way to repair the mistake.

When Mies was old enough, he became a bricklayer. He never forgot his first day at work. He laid brick on brick until he had finished a wall. The head bricklayer came to look at his work. Down near the bottom of the wall, one brick was out of line. The man shook his head and said, "No! The whole wall must come down. Bricks are to be laid carefully. Carefully!"

When Mies was a young man, he got the chance to work with a great architect in Germany. The architect was building a factory where huge electrical machines would be made. There Mies worked with two other young architects—Le Corbusier and Walter Gropius. He was happy to be working on this huge building with its tall, strong steel arches and its walls of glass. He was learning how to build with new building materials—steel and concrete and glass.

Then some bad times came in Germany. Many people were without jobs, and no buildings were built. Mies did not have a job either, but he was busy at his drawing board. He made many, many drawings of houses and buildings he might build when times got better. Of all his drawings, two buildings were his favorites. They were great skyscrapers of shining glass. How he hoped the day would come when he would build such buildings into the sky!

Then Mies moved to America. He came with ideas about the careful way of building. And he also brought his dreams—the glass skyscrapers.

Four tall apartment buildings stand in pairs at the edge of Lake Michigan in Chicago. Their glass sides shine in the sunlight and reflect the neighboring buildings and the passing clouds.

If you ask, "Do the glass walls hold up these buildings?" ask yourself, "Does your skin hold you up?" "Well, no," you say, "my bones . . ."

Well, that's the way it is with these buildings. Bones hold them up, bones of steel—black steel—carefully fitted together to make the smooth black bones that reach from the ground to the top of the tall buildings. These black bones also hold together the glass skin that closes in the twenty-six floors of apartments.

Perhaps you'd like to see inside. You go past the black steel pillars into the entrance hall. The walls are glass. There is the outdoors all around you—just as if you had not come in. You take the elevator to a floor that is high in the building. You are invited into an apartment. You go into the living room. It is very large. One wall, though, seems the most important wall. It has such a beautiful picture in it. You walk toward it. Then you realize—the wall is all glass and the picture is the sky outside! How far away the noise and the busyness of the city seem!

Mies van der Rohe has made this building the way he makes all of his buildings. He likes to make rooms big, so that people can divide the space into smaller spaces as they please.

These buildings and all his other buildings are built with great care. He always remembers what he learned as a young man about working carefully. When he makes new steel and glass buildings he will try to make them even better than these.

Today, in many big cities in our country, you can see tall buildings of glass and steel standing on stilts. Some of these buildings may have been built by Mies van der Rohe. Some may have been built by his students, but many may have been built by other architects. Because so many architects like to copy him, Mies van der Rohe's ideas are spreading every day.

RICHARD NEUTRA—*The Architect Who Thought About People*

About eighty years ago Richard Neutra was born in Vienna, Austria. When he was a small boy, he liked to run down the stairs into the city's subways. They had been designed by a famous architect who had left small openings in the walls. As the boy ran down the stairs, he could peek out and see the Danube River. The faster he ran, the more glimpses he caught of the beautiful river.

Richard Neutra never forgot the subway, and when he began building houses he often designed them so that people got surprising views of trees and gardens outside.

While a young man, Richard saw some pictures of California. He thought it looked like a lovely place. He decided to go there someday. But first he studied architecture in Europe.

After that he did go to the United States. He worked for a while with Frank Lloyd Wright. Then he moved to California. He loved the western part of the United States, and he built some of his most beautiful homes there.

Mr. Neutra thinks it is very important that homes fit the families who live in them. Before he draws house plans, he asks family members to keep track on paper of how they move around in their homes. He notices where they spend the most time and the least time. He asks them about their hobbies. Then he plans a home in which the family will be happy. He feels that too much noise makes people unhappy, so he uses new materials that help to keep noise down.

The homes that Richard Neutra planned seem to float in the air. He made thin concrete walls. He made many walls of glass. And at the touch of a button, the walls of glass slide open so that people can walk into the garden.

Mr. Neutra also uses many natural materials, such as wood and stone. He uses the beautiful redwood from giant trees that grow in the West. He loves to walk on the beaches of the Pacific Ocean. There he got another idea for home planning. He designed thin walls of crushed seashells from the beaches.

Richard Neutra is also interested in planning houses for poor families. On a hilly piece of land he has planned a neighborhood of low-priced houses. The houses blend right into the hills. They are simply built, but very pretty.

When Mr. Neutra looked at the school buildings, he saw that they were brick buildings two and three stories high with dark halls where the lights had to be on all day. The children's desks were attached to the floor. Mr. Neutra didn't think schools should be like that, so he built a new school in California. In his school all the rooms are on one floor. The desks and chairs can be moved around in the rooms. One wall is a big glass door which can slide away to let the children go outside for some of their lessons. Many architects now study Mr. Neutra's famous school.

If Richard Neutra could design a plan for the whole world, it would probably look like a beautiful garden, with places to work, go to school, and live, right in the middle of that garden.

BUCKMINSTER FULLER—*The Inventor Architect*

Buckminster Fuller is an architect and an inventor.

When he was a young man in the navy, he invented a long pole with a hook on it that could lift airplanes out of the water after crash landings. He also worked with other inventors to make it possible for people to talk to each other across the ocean.

Then some things happened to Mr. Fuller that made him sad. First his business had to close, and he became poor. Then his little daughter died. Mr. Fuller decided that he must do something important with his life. He asked himself what the important problems of the world were. And then he thought about the fact that there are not enough good houses for the world's people. Houses are important. If people live in bad houses, their health, their work, and their families are hurt. But Mr. Fuller felt that people didn't have to live in bad houses. With the tools and machines that people invent and the materials they discover, there could be good houses for everybody in the world.

Mr. Fuller designed a house to be made of aluminum, because aluminum is so very light in weight. But no one in those days knew how to make aluminum strong enough for a house. They laughed at Mr. Fuller and said, "Aluminum is so soft that we only use it for pans and ashtrays!" But only a few years later someone invented a way to make aluminum strong.

Mr. Fuller designed other houses. His houses would be comfortable. They would have TV and air conditioning. Laundry machines would wash and press the dirty clothes and put the clean clothes back into the closets. Water would not have to be piped into the houses; the water in the house could be cleaned and used over and over again.

Mr. Fuller has designed a house that looks like an orange cut in half and laid on its flat side. It is made of a steel net that can be covered with plastic, nylon, or other materials. It is much stronger than it looks. One of these dome houses has been used for a radar station on the top of a mountain. One day the wind screamed and howled over the mountain and knocked down trees and many houses. But it could not disturb the dome house on the mountaintop. Engineers at a famous university had said the dome house would blow away. Now they could see how strong it really was!

Many of these dome houses have been carried by airplane to the faraway North where bitter, angry winds scream all the time. There they make warm and safe houses for weathermen, scientists, and soldiers. Some dome houses are being used for roundhouses where railroad engines are worked on. Some are being used for banks, and some for theaters. One dome house has been moved to several places; it has been used as a huge hall for special shows.

Can you imagine that sometime it may be possible for a builder to telephone to a machine how big a house is needed and what kind is wanted, and where it should be placed, and that the machine will design the right house, will set other machines to produce it, and will then send it by helicopter to the place where it is wanted?

Can you imagine that many, many people may live in lightweight houses that will be flown about the sky by helicopters?

Can you imagine what it would be like to have the days always warm and the nights pleasantly cool and no rain or snow? Buckminster Fuller says that someday enormous domes can be built over whole cities so that the weather underneath will always be good.

Buckminster Fuller has many more ideas like these about the world of tomorrow. He thinks that with science and machines we can have enough of everything for everybody in the world. Perhaps by the time you grow up, many of his ideas will have come true.

We

by *Mary Carolyn Davies*

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We have the smallest house of all,
  And smallest yard, it's true,
And everything is rather small.
  We have to make things do.

They've always done,
But it's not fun—
And we have not a dress or shoe
That's just quite new!

But nobody else in all our block
Has a cuckoo in their clock!

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Building a House. 32 frames, silent w/captions, color, $4.50, rental $1. Curriculum Materials, 1961. Shows procedure of building a house, from excavation to final touches.

From Trees to Homesite. 37 frames, silent w/captions, color, $5. Long Filmslide Service, 1958. About the processes involved in lumber production—selection of trees, felling, milling, distribution to lumber yards, and final delivery to homesite.

Homes Are to Live In. 14 frames, silent w/captions, color, $1.66. Encyclopaedia Britannica Films, 1959. Tells reasons people need homes; gives examples of various houses in the United States and elsewhere.

How We Get Our Homes. Series of 4, each 30 frames, silent w/captions; color, $5, set $16.25. Society for Visual Education, 1959. The essentials of building a home. Titles are *Planning the Home*, *Building the Foundation*, *Building the Shell of the Home*, and *Finishing the Home.*

Men and Building Materials. 51 frames, silent w/captions, color, $5. Long Filmslide Service, 1958. Depicts some of the industries that contribute to home construction.

LESSON 7: Stores in the Neighborhood

PURPOSE OF THE LESSON

1. To show that stores produce a service by—
   - *a)* Buying large quantities of goods produced by factories and farms in near and faraway places.
   - *b)* Storing these goods until needed by consumers.
   - *c)* Selling these goods in quantities convenient to customers.
2. To show that there are many other stores and offices that also produce services by selling special skills (for example, television repair, dental work, legal services, hairdressing).
3. To bring out that owners of stores and offices need savings of their own or of others to go into business. These savings are used to pay the costs of planning and equipping the stores or offices.
4. To help the children discover that people may prefer to buy at stores for any of these reasons: lower prices, better goods or services, convenient location, customers' confidence.
5. To help the children understand that the owners of stores and offices earn income from the production and sale of services, and that from this income they must pay for goods and materials to replace what they have sold; wages for their workers and themselves; rent and utilities; repair and replacement of tools and equipment; taxes.
6. To help the children understand that the income left over after the business owner has paid his expenses is his profit. He deserves this profit for the risks he takes, since he cannot be sure that his customers will buy the goods or services he sells.
7. To show that if one business owner earns a big profit he may enlarge his business. Similar stores or offices will probably be opened nearby.
8. To help the children discover that business owners compete with one another and try to attract customers with better goods, services, or prices. Stores and offices that cannot meet competition will lose customers and may have to go out of business.
9. To show how stores and offices use advertising to tell what they are selling and what the price is, and to help children understand how advertising can help people to make choices.
10. To help the children understand that stores and offices take pride in building and holding the confidence of the community.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Why did Georgie want to go into business? (He hoped to earn a profit.)
2. What did Georgie want to sell?
3. Whom did he hire as a helper?
4. What did Georgie and his sister do to get customers?
5. How much did Georgie pay for the calendars?
6. At what price did he want to sell the calendars?
7. Would Georgie's sister deserve a part of this five cents? (Yes, she was hired by Georgie. She could have used her time to do something else.)
8. Would Georgie deserve a part of the five cents? (Yes, he worked at this job and could have spent his time doing something else.)
9. Did Georgie take any risks? (Yes, he hired a helper. A helper gets wages even if the businessman has no customers.)

10. How did Georgie's store differ from other stores? (Usually businessmen need a lot of savings to buy goods to sell, to rent a place, to buy equipment, and to hire workers.)
11. Why did Georgie's business fail?
12. What is the useful work a store owner or businessman does? (He brings goods to a convenient place, holds them until they are needed, and sells them in convenient quantities.)

ACTIVITIES

1. To point up the variety of stores in the neighborhood, the teacher can read the poem "Mr. Minnitt" to the class.
2. To acquaint themselves with the great variety of stores and offices a neighborhood may have, the children can study the picture "Stores in the Neighborhood" on page 80 of the text. The class can discuss these questions: Which of these stores produce a service by selling goods? Which produce a service by selling special skills? What are the advantages of having such businesses in the neighborhood? What kinds of stores and offices are shown that are not in your neighborhood? What stores and offices does your neighborhood have that are not in the picture?
3. As a follow-up to Activity 2, the class might take a walk to observe the stores and offices in the school neighborhood. Afterward the children can draw pictures of what they saw. The teacher can raise these questions for discussion: Do you buy anything in the stores near the school? What kinds of things? Are there any stores that have many children for customers? (School supply store, candy store.)
4. To gain an understanding of the important services stores produce, the children can visit a supermarket with their parents. Each child should look at three items in the store and find out where they were produced. The children can report their findings to the class. The teacher can put colored pins in a world map to show all the places these items came from: for example, sardines from Norway or Portugal, tea from Ceylon, sugar from Hawaii, raisins from California. If the product, such as coffee, is packed in the United States but produced in another country, the teacher should place the pin on the country of origin.
5. To stir imaginations, the teacher can read the poem "To Think!" or retell it with additions, so that children might begin to think of grocery stores as windows on the world.
6. To dramatize the services produced by a store, the children can play a game: The class pretends that the front of the room is a grocery shelf. All but five of the children are paired off. Each pair decides what product they would like to represent; they have the assignment of finding out what part of the world the product came from. The next day the children can wear signs to identify the goods they represent. The teacher plays the storekeeper. He calls out the kind and quantity of goods he is ordering. The goods arrive in pairs and take their places on the shelf as the teacher calls for them. They introduce themselves and tell what part of the world they came from. The children can show whether the product had a long or a short trip. For example, the child representing milk should look fresh after a short trip, and the child representing coffee should look tired after a long one. The children might also tell whether they came by boat, train, airplane, or truck.

   After the goods line up, the five children who did not get assignments pretend that they are customers. They come to the store one by one; each selects an item and pays for it with play money. After the customers have left, the storekeeper checks his shelf to see whether he needs to reorder. Then he closes the store for the day. The class can discuss the main idea shown by the game. (Stores produce a service by collecting goods and storing them until needed by customers.)
7. As a follow-up to Activity 6, the class can discuss what the storekeeper will do with the money he collected from sales. Children might represent various creditors (for example, the landlord, workers, suppliers, and government). They come and get money from the storekeeper. The amounts paid out do not have to be realistic, but some income should be reserved for the owner's wages and profit.
8. To review the important functions that stores fulfill, the children can be called on to explain the sources of their breakfast.

They can then present their explanation pictorially. In the center of drawing paper they draw a store, and around it many houses. In the four corners of the paper they draw the sources of the store's supplies: in one corner a farm; in another corner a cereal factory; in a third, a coffee plantation; in the fourth, an orange grove. From the four corners, arrows lead to the stores and the homes. On the arrows the children draw different modes of transportation. The drawing can be titled "Stores Help Us to Get Breakfast."

9. To gain a deeper understanding of the services produced by retailers, the class can study "Let's Take a Trip" on page 82 of the text. The sequence shows the trip fish take from the sea to the fish market. Discussion should bring out how the storekeeper produces services: He makes it possible for people who live inland to eat fresh fish. He buys ocean and lake fish in large quantities, stores it in freezers and refrigerators, and sells it in quantities convenient to consumers.

10. To help the children grasp the idea that offices and some shops produce services by selling special skills, the teacher can read the story "The Twins Go to Town" to the class. The teacher can ask which of the places in the story produced a service by selling goods (the grocery store) and which produced services by selling special skills (the barbershop, real estate office, employment agency, and travel agency). The children might think of other shops that produce services by selling special skills—beauty shop, dry cleaner, shoe-repair shop. The children may speculate on what the twins' father would have done without real estate, employment, or travel agencies in the neighborhood.

11. To reinforce the concept introduced in Activity 8, the teacher can read the story "In-sur-ance" to the class. Afterward the children can act out a story. They all pretend to be automobile owners, except for one child who plays the insurance man. He persuades the auto owners to buy insurance. He explains to them that if each owner pays a small amount of money every year, his car will be insured. If anything happens to their cars, he will pay for the damage. As each child buys insurance for one year, he pays $100 in play money to the insurance man. The insurance man gives each owner a piece of paper indicating the value of his car. (Every car is valued at $1500.) After everyone has bought insurance for one year, one child calls the insurance man to report that his car hit a tree. The owner had the damage repaired and has a garage bill for $200. The insurance man goes to him and pays him $200. A short time later another car owner calls and reports his car is smashed up. He reports a total loss. The insurance man goes to look at the car and pays him $1500.

    After the game the children should discuss insurance as a way of sharing risks. The teacher might explain that people know some cars will be in accidents, but that no one knows whether his will be. To free themselves from worry, car owners are willing to pay small amounts for insurance. The insurance company pools all these small amounts and uses the money to pay car owners who suffer damage or loss.

12. To help the children understand why some stores fail and why some succeed, the teacher can read "The Adventures of Tom" to the class. After reading each adventure, the class should discuss the problems faced by each store owner. Why did the first and second stores fail? Is the third store likely to succeed? The class can review what profit is, and what risks a businessman takes in running a store.

13. To discover why stores fail or succeed, the children can watch for the opening of new stores or the closing of old ones in the neighborhood. One half of the class can prepare a display called "Why New Stores Open," and the other half can do one called "Why Old Stores Close."

    Reasons for the new stores opening might be: many new families moving into the neighborhood; no similar stores nearby; a new store may offer new or better services or lower prices than the old stores.

    Reasons for the closing of stores might be: bad management; families moving out of the neighborhood; prices are higher than people are willing to pay; bad location; high costs of maintaining the store; too little savings; too many similar stores in the neighborhood.

14. To discover some of the reasons people in a neighborhood prefer different stores, the children can ask their mothers which grocery store they like best, and why. To make it easier to tabulate the answers, the class might prepare a questionnaire like the following.

Dear Mother:

Please write the name of the neighborhood grocery store you like best and check two reasons why.

Name of store:________________________________

Greater choice____ Better quality____ Lower prices____
Trading stamps____ Better service____ Well-kept store____
Cashes checks____ Gives credit____ Other services____
In walking distance____ Free parking lot____

Thank you for your help.

15. To help the children understand the particular reasons people might have for preferring one store, the teacher can read the poem "Emma's Store" to the class.

16. To discover the relation between demand, price, quality, services, and profit, the children can play barbershop. Two barbershops are set up next to each other at the front of the classroom. Written on the blackboard behind each shop is its name and price list. The two barbers can wear white shirts buttoned at the back. The customers can wear towels around their necks while getting their haircuts. Each shop has one chair for the customer getting a haircut, and several other chairs for the ones who are waiting. The barbers and customers can act out the following situations.

Situation I: The barbers are equally good. One price list says HAIRCUT—$1.50; the other price list says HAIRCUT $1.

Question: Which shop will have more customers?

Rule: The less a shop charges for the same services that other shops sell, the more customers it will have.

Situation II: The prices change. Both barbers now charge $1 for a haircut. A child comes out of the first barbershop with a very neat haircut. A child comes out of the second barbershop with his hair cut raggedly.

Question: Which shop will have more customers?

Rule: If prices are the same, the shop that gives better services will have more customers.

Situation III: The barbers are equally good. The first barbershop's sign reads HAIRCUTS—$1.05 and A LOLLYPOP WITH EVERY HAIRCUT; the other barber's sign reads HAIRCUTS—$1.

Question: Which shop will have more customers?

Rule: Shops that give more services may get more customers even though their prices may be somewhat higher.

Situation IV: The first barber's haircut is $1.50; the second barber's haircut is $1. The first barbershop has five customers; the second one has ten customers.

Question: Which shop will earn more profit if both stores have the same expenses? (Even though his price may be lower, a shopowner may still earn a bigger profit if many customers buy his services.)

Rule: Many small profits add up to a big profit.

Situation V: One shop is marked CLOSED—GONE OUT OF BUSINESS. Its old sign is still up: HAIRCUTS—$1.25. The shop that is open has a sign that reads HAIRCUTS—$1.

Question: Why did one shop close? (Probably because it could not compete with the other shop in services, business costs, or prices.)

Rule: If a shop gives bad service, or if its costs or prices are too high, it may go out of business.

Situation VI: One barbershop is still closed. The other shop is open, but now its price has increased: HAIRCUTS—$3.

Question: Do you think this barber will have more or fewer customers than he did when the other shop was open? (This depends on how badly customers need haircuts and how difficult it is to find someone who can give a good haircut for a lower price.)

Rule: How much a store owner can charge depends on how badly his services are needed.

17. To help the children realize that lower prices usually mean more customers or more purchases per customer, the teacher can ask them to bring in newspaper advertisements or fliers announcing sales in the neighborhoods. The class can specu-

late on why stores have big sales from time to time (perishability of goods, change of season, change of style, desire to attract new customers). The discussion should bring out that though prices are lower for a sale, the store may still make a good profit because people will buy more. The store gets many small profits that add up to a big profit.

18. To discover the reasons people have for shopping outside their neighborhood, the children can ask their parents: What kinds of things do you buy in the neighborhood? What do you buy outside the neighborhood? Why do you shop outside the neighborhood? The children can report their findings to the class. Discussion should bring out that good transportation helps families to shop in other neighborhoods; that parents may go to other neighborhoods for sales; that certain shops cannot be found in the neighborhood. The class might also discuss how better transportation encourages more families to travel to big shopping centers, where they can easily compare prices and can buy many goods at one time.

19. To demonstrate how taste and income influence buying habits, the teacher can bring in a mail-order catalog. Two children who are good in arithmetic can make up shopping lists from the catalog.

    First they should pretend that each has $25 to spend; each makes up a list accordingly. After the children read their lists aloud, the class can speculate on why the two chose different items (differences in taste and wants).

    Next they should pretend that one child has $25 to spend and the other, $50. After the resulting lists are read aloud, the class can again speculate on why the lists differ (difference in income).

20. To help the children discover the many expenses a store owner has, a gasoline station can be set up. The filling station operator goes to the bank for a loan. With his own savings and the bank loan he rents a place, buys tools, orders gasoline, oil, and tires, and hires a helper. Customers drive up to buy various items, including the service of auto repair. They pay him with play money.

    The class pretends it is the end of the week. Several children go to the station owner and collect money for costs: wages for the helper, rent for the building owner, a premium for the insurance company, interest for the bank, taxes for the government, payments for electricity, water, tires, gasoline, and oil. The filling station operator puts a few cents in a piggy bank as savings for buying new tools when the old ones wear out. He gives his wife an amount that represents his wages. If anything is left over, it will be profit for risk taking. The class can discuss why the filling station operator deserves a profit. (Reward for risk taking.)

21. To get an idea of how profit is figured, the children can play grocery store. Each child brings two items from home. The class prepares a display. The teacher marks the price tags so that total sales will amount to $15 (the children should not be aware of this total).

    One child plays storekeeper; he has a helper. The rest of the children are customers. Each customer may buy two items, which he pays for with play money. (There should be a total of $15 in circulation.) When the store has sold out, the storekeeper, with the teacher's help, counts his income. When he tells the class the total, the teacher asks: "Is this your profit?" Obviously the answer is no, because the grocer has many bills to pay. At this point the teacher hands the grocer one sealed envelope after another, addressed to him. This should be a surprise to the whole class, including the grocer.

    A note in the first envelope says "Please pay rent—$2." The grocer places $2 in the envelope and hands it back to the teacher. Using this procedure, the following bills are paid:

Factory goods	$5.00
Water bill	.50
Telephone bill	.50
Interest on loan	.25
Taxes	1.00
Insurance	.25
Savings to buy new equipment	.50
Helper's wages	1.50
Owner's wages	2.00
Rent	2.00
Light	.50
	$14.00

After the bills have been paid, the teacher hands the grocer another envelope with a note: "Now, if you have any money left, put it in this envelope. It is your profit."

22. The teacher can carry the game a little further by introducing competition. The first store remains exactly the same as before. The second store has a larger inventory of goods at slightly lower prices (but the price tags should also add up to $15). The same amount of money, $15, remains in circulation. The game can be played as before, with the customers deciding which store they want to buy from. Many will choose the one that has lower prices. The game lasts until all the money in circulation is spent. The two stores then count their income. The teacher might then discuss these questions with the class: Why did the first store lose so many customers? What can this store do to recover customers? (Have lower prices and better service.)

23. To discover that a profitable store may encourage competitors to open similar stores, the children can read "The Business Boy" on page 84 of the text. Afterward they might discuss the following questions: Do you think Bobby earned a good profit? Would he make as good a profit if many other ice-water stands were set up? How much savings did he need to go into business? Do you think that other children could easily produce and sell ice water? Suppose Bobby had invented a new soft drink and kept the recipe secret? Could other children easily compete with him? (Discussion should bring out that businesses have more or less competition depending on how hard or easy it is for others to open similar businesses.)

24. To discover the importance of advertising, the children can bring an assortment of ads to study in class. They might discuss such points as these: What information does the ad give about products? (Brand names, sizes, colors, materials, prices, and so forth.) What else does the ad try to do besides give information? Why is advertising important for the businessman? (Leads to greater sales and profits.) Why is it important for customers? (Provides a greater choice; makes it easier to compare prices.) The children can discuss the different ways that stores advertise (on television and radio, in newspapers, in their windows, in fliers).

25. To reinforce Activity 24, the class can make their own advertisements. The teacher can show the class some familiar item such as a candy bar, doll, or toy, and have several committees create illustrated advertisements for it. These can be arranged in a display. The teacher, with the class, can then judge the ads according to the following criteria:

    a) Accuracy of information

    b) Extent of information

    c) Attractiveness

26. To help the children discover how brand names serve as a mark of predictable quality, taste, or usefulness, the teacher can ask the class to find out which brands are preferred at home, and why. Each child can be assigned to find out and report on his mother's favorite brand for one or two of the following: bath soap, detergent, milk, coffee, bread, canned soup. The children should also report on the reasons their mothers like certain brands (high quality, packaging, gifts, price, attractive advertising, and so forth).

27. To demonstrate the role of brand names, the teacher can ask the children to bring in empty cereal boxes. These can be arranged in a display. The teacher can ask each child to come to the display, point out his favorite cereal, and tell why he likes it. The teacher keeps count; at the end of the survey he places a tag on each box indicating the number of votes. The teacher might take the price of the most popular and the least popular cereal and figure out the price per ounce of each brand. This will probably show that people are often willing to pay a higher price for cereal or other goods because of attractive packaging and confidence in the name.

28. To help the children understand that the store owner's honesty is important in keeping customers and getting new customers, the teacher can read the story "Top and Bottom" to the class. The class can discuss why Jack, who put big cherries at the top of the box and small ones at the bottom, saw only new customers the next year. Why did customers come back to buy at Kenny's stand?

29. To review the relation between customer demand, prices, and factory production, the children can read "Happy Mr. Sweet"

and "The Sad Cow" in Lessons 24 and 25 of the text *Families at Work* (OUR WORKING WORLD, Vol. I). Afterward the children might act out the stories or draw comic-strip sequences of them.

30. As a review of the lesson, the class can read "What Did We Learn?" on page 87 of the text. As each statement is read, the teacher can ask the children to give pertinent examples from the material covered in class or from their own experiences.

31. The following activities can be completed in the Activity Book.

    a) 7A: "In Which Store Should You Buy?" The teacher should go over the sentences to be completed and the choices offered so that the children understand the activity. After completing the activity, the class should discuss how stores can compete in their prices, convenience, services, and quality of goods.

    b) 7B: "Do Higher Prices Always Mean Higher Profits?" After completing the activity, the children should discuss why the store owner lowered his price on the second day. They should see how you can sometimes earn more by lowering prices, because many people will not buy if they think they can get goods for less.

    c) 7C: "How Do Stores Get Their Goods?" After completing the activity, the children should discuss how transportation makes it possible for local stores to offer us goods from all over the world.

STORIES, POEMS, SONGS

The Twins Go to Town

by Bettina Smith

Jack leaned over the edge of the upper bunk and peered upside down at his twin sister Peggy in the bunk below.

"I have an idea for an adventure," he said. "Let's go into town tomorrow." The twins were always planning adventures.

"Will Mom let us?" asked Peggy. "We've never gone alone before."

"Sure, if we ask her the right way. Just leave it to me," said Jack confidently.

The next morning Jack asked, "Mom, is there anything you'd like from town?"

"Lots of things. Why?" Mom glanced at him.

"Well, I thought we could pick up something for you."

Mom put her hands on her hips and said, "What have you twins got up your sleeves now?"

"We're going to town," said Jack.

Mom shook her head. "You're doing no such thing!"

Peggy spoke up. "Mother, we promise to be careful. And we thought it would be a help for you if we got out of your way for a day."

Mother looked at her. "You know, that's an idea," she said, "but you'd have to take a bus!"

"Oh, Mom, we can take a bus," said Jack. "We'll just give the driver fifteen cents and . . ."

"Well, be sure to sit together. And be sure to get a Grove Street bus when you come home. You'd better take some sandwiches for lunch, too. I'll make some."

"That's O.K.," said Jack. "We already have two peanut butter and jelly sandwiches apiece, and a bag of jelly beans."

Mom laughed. "You twins. You and your adventures. Well, here's fifty cents for each of you. I want you home by four o'clock."

"O.K., Mom," said Jack, running after Peggy to the bus stop.

Twenty minutes later the bus turned down Central Avenue. "Here's the center of town, kids," said the driver. Jack and Peggy jumped off the bus and looked around. There were stores on both sides of the street. People were hurrying by.

"Shall we eat lunch now?" asked Jack.

"Oh, Jack, not yet! We just got here. Let's go into some of these stores."

They were in front of a grocery store with boxes of apples and vegetables on the sidewalk. A man in a white apron came out when he saw the twins. "Those apples sure look nice," said Jack. "How much are they?"

"Well, usually a nickel each. But I'll give you two for a nickel, if you give one to the girl." He smiled at Peggy.

"Thank you very much," said Jack, handing the man a nickel and picking up the two biggest apples in the box. He turned to

Peggy. "Hey, that was fun!" But Peggy had her nose pressed against a big window that had a red-and-white-striped pole in front of it. A fat man was sitting in a chair with a towel around his neck. Another man was cutting the fat man's hair.

"This is a barbershop," said Jack.

"I know," said Peggy. They watched as the barber went snip, snip, snip with his scissors. Peggy started to giggle. The fat man looked up at the ceiling. He looked to the sides. He couldn't turn his head while the barber was cutting, but his eyes kept coming back to the twins. Suddenly he stuck out his tongue. The twins jumped, and ran down the street.

"Did you see the face he made?" asked Peggy, stopping still. "What a funny man!"

Jack pulled at her sleeve. "Come on," he said. "If you don't, I'm going to eat all the sandwiches myself."

"O.K., I'm coming." They crossed the street and sat on a bench in the park. Across the street was a row of small buildings.

"Johnson's Real Estate Agency," said Peggy, reading a sign on one of the buildings. "What does that mean, Jack?" She looked at another sign. "Ace Employment Agency." She read still another: "Tompkins Travel Agency. What are those places, Jack?"

"Stores, I guess," said Jack. "Come on, let's eat."

"What kinds of stores? What do they sell?"

"Mmmfgrrch," said Jack through his sandwich. He didn't like to say "I don't know." He would rather say "mmmfgrrch" than admit that he didn't know.

"Let's find out what they are," said Peggy, eagerly.

"Here." Jack handed Peggy an apple. "O.K., let's go."

The twins looked through the big window of the first building. They saw three men and a lady sitting at desks. The men were talking on the telephone, and the lady was busy at her desk.

"Let's go to the next one," said Jack after a few moments. They peeked into the window of the Ace Employment Agency. There were three ladies and one man sitting at desks.

"What kind of store is it, Jack?" asked Peggy.

"Well," said Jack, trying to look very wise, "I don't think they are stores."

The twins looked in the window of the next building. This time there was only one man, standing behind a counter.

"Then what are they, Jack?" asked Peggy once more.

"I'm not sure," he said softly.

"I'm getting tired," said Peggy after a while.

"Let's go home," said Jack. "Here comes the bus now!"

That evening at dinner, Jack and Peggy told about the grocery man and the funny man in the barbershop. Then Peggy talked about the mystery buildings across from the park.

"They were funny places, Daddy. They weren't stores or anything. The people inside were sitting at desks. There was a real estate agency and an employment agency and a travel agency. What are those?"

"There's nothing mysterious about them," answered Dad. "They are offices."

Peggy and Jack looked at each other.

"Look," said Dad, "instead of talking about it now, why don't you two come into town with me again tomorrow. I have some business to take care of in those offices, and you can see how they really work."

Hurrah! Another adventure! thought the twins.

The next morning they climbed into the back seat of the car. They bounced and giggled most of the way into town.

"Sometimes I forget what your mother goes through," sighed Dad.

"There's the grocery store," shouted Peggy, pointing.

"And there's the barbershop," said Jack.

"And here we are," said Dad, pulling up in front of the real estate agency. "Come on, kids." They walked into the office.

"Hello, Mr. Jenkins," said one of the men. "What can we do for you?"

"I have some business for you," said Dad. "I want to put my house on the market."

"Fine, fine," said the man. "Lots of people are looking for a house like yours. We'll find a buyer for you. Just give me the information. Let's see. You have six rooms, haven't you? What's the asking price?"

Peggy whispered to Jack. "What is Dad doing?"

"I think he's selling the house," answered Jack. "Maybe we're going to move away."

"Thanks a lot," Dad was saying. "And let me know when you have a nice seven- or eight-room house in the neighborhood."

"Sure will," said the man.

"Daddy, are we going to move?" asked Peggy.

"Yes, Peggy. But before we talk about that, do you understand what happens in that office now? They keep a list with the names of all the houses and land for sale in the area. They also have the names of people who want to buy property. The real estate agency gets the right buyers and sellers together. When the property is sold, the agency gets part of the price as its fee."

"Is that why they're always on the phone?" asked Peggy. "Are they talking to people who want to sell or buy property?"

"Right," said Dad. "Next stop." And he led them into the Ace Employment Agency.

"How do you do, sir," said one of the ladies. "Can I help you?"

"Yes, I hope so," said Dad. "I want to hire a nurse to come to the house when our new baby comes home."

"Certainly, sir. We have some well-qualified nurses available. When do you want her to start?"

Peggy's eyes got bigger and bigger. "A baby!" she breathed. As she followed Dad out the door she asked, "Is Mommy getting a baby?"

"She sure is," said Dad. "But not for a few months. That's why we want to move to a bigger house."

"Oh, my gosh!" said Jack.

"Before you get too excited about the news, let's talk for a minute about that office. Anybody who wants a job or wants to hire somebody tells the people in the employment agency. The agency helps them. Why, I wouldn't know where to begin finding a nurse for Mother. But that agency will find a good one for us."

"It's like the real estate agency, isn't it, Dad?" asked Jack. "They get the right people together."

"Smart boy," said Dad. "Well, here's our last stop." And they went into the Tompkins Travel Agency.

"Morning, sir. Can I help you?" asked the man at the counter.

"Tell me, what flights do you have for Green Mount, Maine?"

Peggy and Jack looked at each other. That was where Grandma lived!

"Let's see," said the man. "There's a ten-o'clock flight every day, arriving in Green Mount at three P.M."

"Thanks for the information," said Dad. As they left, he added, "Jack, you and Peggy will go to Grandma's when the baby comes."

The twins couldn't believe their ears. Flying alone! They had thought taking a bus alone was an adventure!

Dad continued. "Mommy and I thought it would be a good idea if you went while she goes to the hospital to have the baby. And by the way, did you notice how the travel agency works? That man knows the schedules of planes, trains, buses, and ships and how much the fare is. He helps people travel wherever they want to go."

They got into the car. "So you see," said Dad, "those offices aren't mysterious after all. Their businesses are just as important as any in town. We depend on offices like those when we buy or sell property, hire workers, or travel, and for lots of other things, too."

Peggy and Jack weren't listening. They were thinking about the new baby.

"Dad?" asked Jack.

"What, Jack?" said Dad, as they headed for home.

"Maybe the baby will be twins, like us. Wouldn't that be fun?"

"Good grief!" said Dad. "I never thought of that!"

In-sur-ance

by Jeanne Stoner

Every day on his way home from school, David walked past the stores in his neighborhood. Sometimes he walked past the bakery and the grocery store. Or sometimes he crossed the street and walked along the other side past the bank and the dime store and a store with a big glass window that had gold letters on it. The one with the big glass window made David wonder. He always looked at the gold letters on the window. Then he would sound them out. That is what Miss Logan, his teacher, said to do when you didn't know a word. "In-sur-ance . . . insurance." It was an insurance office. But that didn't tell David very much, because he didn't know what insurance meant. I'll ask Dad what an insurance office is, thought David. He'll know.

Then he noticed how dark the sky was getting and he hurried home so that he wouldn't get caught in the rain.

"Oh, I'm glad you're home," said Mother. "It looks as if we're in for a bad storm."

Before long, Father came home. But by that time David had forgotten all about the insurance place. Everyone was thinking about the storm. The wind was blowing. The rain was falling. Lightning and thunder came with a flash and a roar.

"This is the worst storm I can remember," said Father.

"Yes, it's a bad one. I'm glad we're all safe at home," said Mother.

David was looking out the window. The storm was exciting to watch. But it was scary, too. Just then, the biggest flash and boom of the whole storm came. Mother jumped. Father jumped. But David just stood at the window. He couldn't believe his eyes. A great big tree was falling. It was falling right on their car. Crash! went the tree.

"Mom! Dad!" cried David. "Look at our car!"

They ran to the window to look.

"Oh, no!" cried Mother. "Our nice new car."

Father groaned. "It looks more like a pancake than a car."

Father was right. The car was almost as flat as a pancake under the tree.

David almost cried. "Can we get it fixed, Dad?"

"I don't think there's anything left to fix, David. That car is ruined. I'd better call Ed Busby down at the insurance office."

"The insurance office?" David could hardly believe his ears. How could Dad think about insurance at a time like this?

But insurance was all Dad seemed to worry about. After he made the phone call, he told Mother, "Ed says a claims man will be over to see us as soon as possible. But it may take a day or two."

"There must be a lot of people with storm damage," said Mother. "I wish we didn't have to wait, though."

That evening David kept worrying about the smashed car. How would they ever pay for a new one? And why was an insurance man coming over?

The next day was Saturday. In the afternoon, as David looked out the window, he saw a car drive up. A man got out and looked at their smashed car, walking all around it. Then he walked up to the house and rang the bell.

"Hello. I'm Jack Davis from the insurance company," he told Father.

"Come in, Mr. Davis, come in," said Father. "Storm must be keeping you pretty busy."

"It certainly is," said Mr. Davis. "I still have several calls to make after this. Now, about your damage . . ."

"Well, the car looks like a pancake," said Father.

"Yes," said Mr. Davis, "I looked it over before I came in. I don't think there's any way to fix it. Of course, your insurance pays for this kind of accident. Let me see, my records say the car is only three months old."

"That's right," said Father.

"How many miles have you driven the car?" asked Mr. Davis.

"Only about two thousand," said Father.

"And you paid three thousand dollars for it?" asked Mr. Davis.

"Correct," said Father.

"You understand," said Mr. Davis, "that we can't give you the full amount for damages, since, strictly speaking, the car isn't brand-new anymore. But let's see what the amount would be." Mr. Davis opened a small book and ran his finger down a row of numbers. "Here we are—two thousand, eight hundred dollars. I'll have the main office send you a check."

"Fine," said Father. "That will help us buy a new car. I'm happy my insurance covered the damage."

"Not everyone's been that lucky," said Mr. Davis. "You should be glad that your agent, Mr. Busby, helped you choose the right kind of insurance. Well, I guess I'd better be on my way."

"Thank you, Mr. Davis, and goodbye," said Father.

David just couldn't believe what had happened.

"Dad, is the insurance company really going to pay for our new car?"

"Yes, in a way," said Father.

"How can they afford to buy us a new car?"

"Well, you see, David, accidents like the one we had yesterday can happen to anyone. No one knows when or where an accident may happen. Many people worry that they may be the one the accident will happen to. Now, no one likes to worry. So an insurance company says, 'If you pay us a little money every year, you won't have to worry because, if something happens to your house or car or furniture, we will pay for the damage.' Many people are willing to pay a little money each year to forget their worries. The money that all of them together pay to the insurance company each year adds up to a great deal. So when an accident like the one we had happens, the insurance company pays for the damage from the money paid by all the people who didn't want to worry. That's how the insurance company can pay us the two thousand and eight hundred dollars to buy another car."

"Wow!" said David. "Say, is that insurance company in the office down the street?"

"No," said Father, "that's Ed Busby's office. He's an agent for the company. He helped me choose the kind of insurance to get and answered my questions. And he's the one who let the company know about our damaged car. He makes it easier for a person like me to deal with a big insurance company."

"Gee, Dad," said David, "insurance is really a good idea. I've got a loose tooth. I'm going to lose it for sure. Let's go to Mr. Busby's office and buy some insurance for it."

"Somehow, I don't think Mr. Busby will go along with that idea, David," Father laughed.

The Adventures of Tom

by Bettina Smith

TOM'S FIRST ADVENTURE

"Excuse me, sir. My name is Tom West and I live next door. I'd like a job in your store. I'm very interested in your business."

Tom smiled at himself in the mirror. Then he frowned, trying to look older than eleven years. He cleared his throat and tried again: "Excuse me, sir . . ."

Tom was practicing to apply for a job. Next door, in a building his parents owned, was an empty store. As soon as it was rented, Tom wanted to get a job there—a really good job, where he could earn lots of money.

Tom waited by the front door for his father. When Dad came in, Tom shouted, "Is it rented yet? Is it rented yet?"

Dad laughed. "Hold it a minute. Let me catch my breath.

"Yes, we've rented the store. It's going to be a flower shop—Flounce's Flower Shop. Mrs. Flounce is a nice little lady—maybe she'll give you a job. She's moving in on Saturday."

"Flowers!" Tom made a face.

But when Saturday came, he walked over to the new shop and knocked on the door. When Mrs. Flounce opened it, he took a deep breath and said, "Excuse me, sir." He stopped. "I mean ma'am. . . . My name is Tom West and I live next door. I would—"

"Come in! Come in!" cried Mrs. Flounce. "You must be Mr. West's little boy!"

Tom backed away. He was *not* a little boy, he thought crossly.

"I want a job," he blurted, "so I can learn the flower business."

"Oh," Mrs. Flounce laughed. "That's very sweet!"

Tom tried to look very businesslike.

"Let me see," she said. "What could you do? I have a delivery boy and I plan to run the store all by myself. I just *love* flowers!"

"Maybe I could help the delivery boy," said Tom hopefully.

"Maybe you could, dear. And I'm sure I can find some little jobs for you. Here, you can help me move these roses into the case. Pink roses are my favorite—aren't they lovely!"

While Tom helped, Mrs. Flounce chattered away. Soon he got used to her gushy way of talking. After they had finished, she gave him a quarter and told him to come back Monday after school. The quarter made Tom feel important. Now he really had a job! He was in the flower business! Maybe he would even get a raise.

For the next few weeks Tom worked in the shop after school and on Saturdays. He wasn't earning much money, but he was getting some ideas about the flower business. One day he asked:

"Why do you have so many pink roses? People come in and ask for daisies and azaleas and other flowers and we never have those."

"Oh, but pink roses are the prettiest!" cried Mrs. Flounce.

But Tom still was puzzled. One man, who wanted petunias, got angry when Mrs. Flounce tried to sell him pink roses instead.

"The supermarket sells petunias for fifty cents a bunch. That's where I'll go from now on," he said, slamming the door.

Mrs. Flounce's face turned red. But she said, "Never mind, we won't let that cross man upset us, will we?"

One night Tom was sitting with his parents in the living room. A knock sounded at the door. It was Mrs. Flounce. She walked in, looked at Tom's father, and burst into sobs. "Oh, Mr. West!" She dabbed her eyes with a pink handkerchief.

"Sit down and tell us about it," said Tom's mother.

"Well, I've just been going over my accounts and I'm afraid I'll have to close the shop." She patted her eyes again. "I don't understand it! I thought everybody liked pink roses! But many people seem to want other kinds of flowers. And now it's too late. I've spent too much money buying pink roses that I can't sell."

"What a shame," said Mr. West. "What are you going to do?"

Mrs. Flounce cheered up a little. "Maybe I can get a job in the flower department at the supermarket. That way I'll learn which flowers people want most. Then if I ever open a flower shop again, I'll do it the right way." Mrs. Flounce sighed. "I've learned that a good store has to have what its customers want."

Tom was sorry for Mrs. Flounce and for himself, too. "Well, I guess that's the end of my job," he said sadly.

"We'd better put another ad in the paper," said Mr. West to Tom's mother. "We don't want the store to stand empty." Tom brightened. Maybe next time a better store would open.

TOM'S SECOND ADVENTURE

One morning Tom's dad said to him, "Would you like to get into the shoe business?"

"Sure!" said Tom.

"Well, next week you'll have your chance. Mr. Bones is renting the store and starting a shoe store there."

When the big day came, Tom dressed carefully and went over to the store. A big new sign said STEP-WELL SHOES. Tom knocked. A thin man opened the door and peered at him.

"Not open yet," he said. "Come back tomorrow."

"Excuse me, sir," Tom stammered. "I'm Tom West from next door. I would like a job here. I'm very interested in your business."

"Job? What can you do? I don't want to hire kids." Mr. Bones looked around the store. "Well, maybe I *could* use some help. Let's see—I'll give you fifteen cents to sweep the floor."

This wasn't how Tom had planned to get into the shoe business, but he'd heard that you should start at the bottom. The floor was certainly the bottom! So he swept while Mr. Bones worked and talked, partly to himself and partly to Tom.

"Got sick and tired of selling shoes for Blink's Department Store," he muttered. "Wanted to go into business for myself. Why should I work for peanuts for someone else? Borrowed money from the bank for the best equipment and some good shoes. . . . Have you got that floor good and clean, now?"

"Yes," Tom answered.

"O.K., here's your money. Come back tomorrow if you want."

So Tom came back the next day and almost every day after school. Mr. Bones always found jobs for him. Tom would sweep the floor, dust shoe boxes, and straighten up. While he worked Mr. Bones would talk. Usually he complained.

"Your father should lower the rent. Bills, bills, bills—that's all I get. And now the bank is after me to pay back the loan."

As the weeks went by, Mr. Bones seemed to have more problems.

"Customers say I don't have enough shoes," he complained one day. "But how can I buy more shoes when all my profit goes to pay back that bank loan? I can't make more money until I buy more shoes, and I can't buy more shoes till I make more money."

As Mr. Bones got grumpier and grumpier, Tom began to expect the worst. Finally it happened.

"Told your father I was closing down," Mr. Bones said as Tom walked in one afternoon. "Never should have gone into business for myself. Can't keep the store open with all these expenses."

Tom's heart sank. "I can take a salary cut," he volunteered.

Mr. Bones smiled. "Thanks, but a few cents won't help now. Nope, I'm going back to Blink's and a regular paycheck. I've learned my lesson. Thought my own store would be an easy way to make money—didn't realize you need lots of money to start with."

That night Tom's father told him, "You'll get a good job in the store yet, Tom. Next time we'll be more careful whom we rent to. It has to be someone who sells the right product for the neighborhood, and someone with enough money to stay in business."

TOM'S THIRD ADVENTURE

A few days later Dad said, "I think we have the store rented again. How would you like a job in a drugstore?"

Tom's eyes lighted up. "That sounds swell! Who rented it?"

"A very nice couple named Mr. and Mrs. Peach. He used to be a druggist in Midville and now they're going to run their own store together. It's a good spot for a drugstore—the nearest one is five blocks away. And they've saved plenty of money."

"Oh boy!" said Tom. Maybe this was his big chance. A drugstore sounded like a wonderful business to get into.

The Saturday before opening day, Tom went to the new drugstore to apply for a job. A plump, pretty lady greeted him. Behind a counter in the back, Tom saw a bald man smoking a pipe.

After Tom recited his speech, Mrs. Peach said, "Just a minute, Tom, I'll ask my husband." She went behind the counter.

Then Mr. Peach came over and said, "I'm sure we can use the services of a fine young man like you. Would you like to start by helping me put these bottles and boxes away in the back room?"

All that day Tom helped get the store ready. As they put things away on the shelves, Mr. Peach talked about the drugstore.

"I guess I'm just an old-fashioned pharmacist. I don't believe in all these fancy frills—perfume and magazines and candy. They won't be in Peach's Pharmacy!" he said.

"That's right, dear," said Mrs. Peach, who was cleaning the front counters. "But don't you think we should brighten up the place a little more? I wish the walls were a nicer color, instead of this gray. And let's put something pretty in the windows."

"Something pretty!" Mr. Peach snorted. "People will come to my drugstore for drugs, not for something pretty."

"All right, dear," said Mrs. Peach.

School was out for the summer and Tom worked in Peach's Pharmacy a couple of hours every morning. He liked the Peaches, and he liked the drugstore business, too. He thought the store was doing pretty well. Many people came to buy medicine, and they often stayed awhile, talking to each other and to the Peaches.

One day Tom heard Mr. and Mrs. Peach talking quietly.

"But what's wrong?" said Mrs. Peach. "Aren't we doing all right?"

"Sure, but that's not good enough. We're not getting ahead. We have a number of steady customers now, but our business isn't growing. And a small store like ours has to grow to succeed."

"But what can we do?" asked Mrs. Peach.

"I don't know." Mr. Peach sounded tired. "There seem to be enough people living around here. "Maybe I was wrong about the frills. Maybe we *should* sell extras like magazines. But I'm afraid it's too late to attract new customers now."

Oh, no, thought Tom, not again. The Peaches' problem bothered him all day. All those people who stood around waiting for prescriptions to be filled—they could spend more money while they waited. But on what? And how could the Peaches get more customers? There must be some answer, but Tom couldn't think of it. Running a store was hard, he decided.

The next day was a scorching hot July day. Mr. Peach looked worried, and Mrs. Peach wasn't smiling. Tom worked in the back room, feeling worried—and hot, too. He reached down to a low shelf. Whew! He sure would like a cold drink right now.

Suddenly Tom jumped up. That was it! A soda fountain! That would bring in new customers, and give the regular ones a place to spend more money. Tom wanted to shout his idea to the Peaches. But instead he walked up in a businesslike way to Mr. Peach.

"Mr. Peach, I was wondering about the drugstore . . ." he started.

"Mmmmmm?" said Mr. Peach, busy checking his records.

"About getting more customers. I thought if you put in a soda fountain, loads of high school kids would start coming here."

"What? A soda fountain here?" said Mr. Peach. He stared at Tom. "High school, did you say?" He walked over to the window. "Our customers do spend a lot of time just waiting. In fact, I was thinking of putting in magazine racks. I just can't picture a soda fountain, though. Let's see what the wife thinks."

He disappeared around the corner and Tom could hear low voices. Then Mr. and Mrs. Peach came back. Mrs. Peach's eyes were shining and her smile was bigger than ever. She winked at Tom. Then some customers came in and the three of them went back to work.

A few days later the store closed for three days. Workmen came and put in a soda fountain and six stools. Painters came and painted the walls sunny yellow. Mrs. Peach put a pretty arrangement of flowers and perfume bottles in the window.

The day the drugstore opened again Mr. Peach took Tom aside. "I talked to some business experts about my problems here. They came up with the same idea you had—open a soda fountain. Looks as if they—and you—were right. This is the biggest day we've had. You're a regular business expert, Tom. By the way, you're getting a raise. Fifty cents an hour from now on."

Tom glowed. A business expert! And a raise!

"Thanks, Mr. Peach," he said. Then he went into the back room. He had work to do.

Top and Bottom

"Top and Bottom," from *Open Roads,* edited by Ullin W. Leavell and Mary Louis Friebele. Copyright 1951 and 1961, American Book Company. By permission.

"The trouble with you," said Jack, "is that you're too honest for your own good, Kenny! You had just as many baskets of cherries as I had last year. If you had filled them the way I filled mine, you would have made as much money as I did."

Kenny watched as Jack filled his baskets quickly—little cherries on the bottom, big ones on the top. "Yes, I guess I should have done it your way," he said. "No one wanted to buy my little cherries, even at a lower price, so I ended up giving them to Aunt May. She made jelly with them."

"See what I mean?" said Jack. "You're too honest for your own good! It's better to make people think you have nothing but big cherries for sale. Then they go away happy. You never see them again anyway!"

Kenny thought about what Jack had said as he walked back to his aunt and uncle's farm. When he reached his cherry tree, he stood there looking at it for a while.

Kenny remembered how happy he had been when his uncle said he could have his own roadside stand. But he remembered the rest, too. After all the care he took sorting out his cherries, nobody bought the little ones when the big ones were gone.

"I suppose Jack is right," thought Kenny. "It's better to put little cherries on the bottom so people will think every basket is full of big cherries. Then there are no cherries left over, and you get a good price for every basket."

The next day was the day Kenny had set to start picking his cherries. He worked alone, so it took two days to do all the picking and put the cherries into baskets.

This time he did it just the way Jack had done it—little cherries on the bottom, big ones on the top.

When Kenny had finished filling the last basket, it was time for dinner.

"Well," said Aunt May as Kenny came into the house, "here's hoping you'll have a sellout this year!"

"I hope so," said Kenny. "Jack opened his stand yesterday. He said he's selling to lots of strangers this year."

"I'm not surprised," said Aunt May. "I'm sure the people who bought from him last year wouldn't come back for more."

Kenny looked at Aunt May in surprise. "What do you mean, Aunt May?" he asked.

"You told me yourself how he fills his baskets," said Aunt May. "He makes people think they are getting big cherries when the baskets are half full of little ones."

"But Jack says lots of people do that," said Kenny.

"If lots of people do something that's wrong, does that make it right?" asked Aunt May.

But Kenny wasn't listening to her anymore, for something behind her had caught his eye. It was the jars of cherry jelly that Aunt May had made from his leftover cherries last year.

"That's the thanks I got for being so honest!" thought Kenny. "Jack was right about how to sort the cherries. I was just too honest for my own good!"

Kenny had just put out all of his baskets the next morning when the first car stopped in front of his stand.

The lady in the car waved to Kenny to come to her window. "Hello!" she said. "How are the cherries this year?"

"Fine!" said Kenny. "Would you like me to get a basket?"

"I hope they're as good as last year's," said the lady. "When I got those home, I wished I had bought more baskets."

Kenny could feel his face getting red as the lady talked on and on.

"I came back for more the next day," she said. "Your stand was closed, so I bought two baskets from the boy down the road. My, what a difference!"

Kenny did not know what to say, so he didn't say anything. But the lady went right on talking. "Well," she said, "I'm in a hurry this morning. Bring me two baskets of your big cherries, will you?"

Kenny hurried back to the stand. He took all the cherries out of two of the baskets, hoping that the lady couldn't see him from the car. Then, quickly as he could, he filled the baskets up again with the biggest cherries he could find.

The lady looked very pleased when he handed her the two baskets of cherries. "My! What beautiful cherries!" she said.

As soon as she had gone, Kenny took the cherries out of all the other baskets and started sorting them over again. Big cherries in these baskets, little ones in those! He would have to make new price signs, but that wouldn't take very long.

Kenny was still busy sorting out the cherries when he heard footsteps a little while later. Aunt May was coming with a big box in her arms.

"Why, Kenny!" she said. "I thought you finished filling your baskets yesterday!"

"I thought so too," said Kenny. "But I just realized that I didn't do a very good job, so I'm doing it over."

"I see," said Aunt May. "Well, here are the jars of cherry jelly that I made out of your leftover cherries last year. The money you get for selling them will make up for what you lost last summer."

Kenny stared in surprise at the jars of cherry jelly. "Oh, Aunt May!" he cried at last. "You're wonderful!"

Aunt May came up to Kenny and gave him a big hug. "You're not so bad yourself, Kenny," she said with a laugh. "You're not so bad yourself."

To "Think!"

by Elizabeth J. Coatsworth

"To Think," by Elizabeth Coatsworth. Reprinted by permission of Elizabeth Coatsworth and *Saturday Review.*

To think I once saw grocery shops
 With but a casual eye
And fingered figs and apricots
 As one who came to buy.

To think I never dreamed of how
 Bananas sway in rain,
And often looked at oranges,
 Yet never thought of Spain.

And in those wasted days I saw
 No sails above the tea,
For grocery shops were grocery shops—
 Not hemispheres to me.

Emma's Store

by Dorothy Aldis

From *Before Things Happen,* by Dorothy Aldis. Copyright 1939 by Dorothy Aldis. Reprinted by permission of G. P. Putnam's Sons.

The store we like best is Emma's store.
It hasn't any revolving door,
It hasn't a floorman neat and polite:
"Third floor, Madam, and turn to your right."
No elevators go up and down,
Nothing's the way it is downtown.
It hasn't a special place for dresses;
Everything's jumbled in cozy messes—
Notepaper, lampshades, paper dolls, slippers,
Candy and shoestrings, umbrellas and zippers;
No matter what's needed or how great the hurry
As long as there's Emma, you don't need to worry.
And she never minds how long you stay.
"Why sure, take your time, dear," Emma will say.

Mr. Minnitt

by Rose Fyleman

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Mr. Minnitt mends my soles
When I have walked them into holes.
He works in such a funny place
And has a wrinkly, twinkly face.
His hands are brown and hard and thin,
His thread goes slowly out and in.
He cannot walk without a crutch—
I like him very, very much.

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LESSON 8: Factories in the Neighborhood

PURPOSE OF THE LESSON

1. To help the children discover that most of the goods we buy are produced in factories, and that—
    - *a)* Some factory-made goods last for a short time before they are used up or worn out, while other goods last for a long time.
    - *b)* Some kinds of goods are produced by only a few factories, while other kinds are produced by many factories.
2. To bring out that goods can usually be produced more cheaply in factories than at home. In factories more goods can be produced in a shorter time because labor can be better divided and bigger and better machines can be used.
3. To show that to start a factory, a businessman needs savings for land, buildings, tools, and raw materials, and to hire workers. These savings may be his own or others'.
4. To demonstrate that a businessman runs a factory to earn a profit. Profit is a reward for risk taking.
5. To help the children discover that factories use land and raw materials, workers, buildings, and tools in different amounts. For example, some factories use many workers and only simple tools; some factories use big, complicated tools and only a few workers.
6. To help the children understand that factories compete with each other for customers by producing new kinds of goods, better goods, or lower-priced goods. Competition between factories helps to increase the consumer's choices.
7. To show how consumer spending affects the growth or decline of factories and jobs.
    - *a)* If people stop buying certain goods in order to buy other goods, certain factories may have to close while others may grow bigger.
    - *b)* If people spend less of their incomes in order to save, many factories may have to decrease production and lay off workers. If factories decrease production and lay off workers, even more people will stop spending.
8. To help the children discover that many neighborhoods have factories that produce goods for other neighborhoods, and sometimes for other cities and countries.
9. To help the children discover that factories are usually located in neighborhoods that have adequate land and where workers, good transportation, water, and power (electricity) are available.
10. To help the children realize that there are advantages and disadvantages for workers in living close to factories.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Who was Charlie Conn?
2. What was his first idea?
3. Why was this a good idea? (Many people were eager to buy his mouthpiece, and that helped him earn a profit.)
4. What was Charlie Conn's second idea? (To learn to repair and produce trumpets.)
5. What did Charlie Conn do after he learned to make horns?
6. Why did he need a loan?
7. Was it easy for him to get a loan?
8. Where does the bank get the money to make loans?

9. How did Charlie Conn get more customers?
10. Are there many factories today that produce trumpets?
11. Why are there other trumpet factories?
12. How do people decide which trumpet to buy? (Price, design, tone, availability.)
13. Why are factories important?
14. Why can factories produce goods faster than people can at home? (Better division of labor, better machines, better working place.)

ACTIVITIES

Part I

1. To discover some characteristics of factory production, the class can study "Let's Take a Trip" on page 92 of the text. From this study they should conclude that—

   a) Factories bring together people and machines so that goods can be produced in large quantities.

   b) These goods are often produced on assembly lines where each worker does the same job over and over; he is a specialist.

   c) Production is carefully planned so that material moves from worker to worker and from machine to machine until it becomes a finished product.

   d) Many factories use few workers, many expensive tools, and much machinery.

   e) Some factories use many workers and simple tools.

   f) Some factories use more men workers than women; some factories use more women workers than men.

   g) Good businessmen are always looking for ways to reduce costs. Certain other points regarding factories and machines should also come out as the children study the photographs. In looking at the huge machines that roll steel, they may discover that machines often release men from very heavy physical work. In fact, men might not have been able to do some of the things that machines can do. From the photograph of the oil refinery the children may learn that there are many machines that are controlled by other machines (computers) that tell them what to produce and how much. The class can discuss how machines affect the number of hours people must work and the amount of free time they have. The children might also speculate on how the use of machines means that people must be better educated today because there are fewer jobs that require muscles alone.

2. To reinforce Activity 1, the teacher might ask the children whose fathers or mothers work in factories to tell about their parents' jobs. Class discussion should bring out that regardless of what his job is, each worker plays an important part in producing goods.

3. To help the children discover that most of the goods we buy are produced in factories, the class can make a list of clothing, household furnishings, and other items that most families have in their homes. They can then discuss where most of these items have probably been made (in a factory, at home, in a shop). The discussion should bring out that almost everything families buy is made in a factory. Food, housing, handmade items, and works of art are notable exceptions; yet many grocery items, building materials, and craft or art materials are produced or processed in factories.

   The class can gather pictures from newspapers, magazines, and postcards, and arrange a display called "Factories Produce Most Goods—But Not All." The exhibit can include factory-made goods and some homemade and handcrafted items such as knit clothing, jewelry, pottery, embroidery, artwork, and farm products.

4. As a follow-up to Activity 3, the class can discuss the reasons why most goods are produced in factories. These might be listed on an illustrated chart as follows:

   1. Factories Can Use Big Machines to Produce Goods.
   2. Factories Can Use Many Specialists to Produce Goods.
   3. Factories Can Produce Many Goods Better and More Cheaply.

5. To dramatize how much more expensive it is to produce certain items at home than in a factory, the children can pretend they are going to make a batch of chocolate caramels. The teacher can write the ingredients on the blackboard and estimate the cost of making forty pieces of candy.

1 cup molasses	$.15
1 cup brown sugar	.07
1 cup white sugar	.06
1 cup grated chocolate	.40
1 cup milk	.07
1 tablespoon butter	.03
1 teaspoon vanilla	.02
Total	$.80

Besides the cost of ingredients, fuel and time should be figured in, so the total cost might be one dollar for forty pieces of candy; yet one could buy forty pieces of similar candy for about forty cents at the grocery store. The children can speculate on why factory-made candy is cheaper even though the businessman has to add to the cost of materials such costs as rent, use of machinery, and wages. (The factory buys ingredients at wholesale prices. It is equipped with big machines to turn out very large quantities in a very short time.)

6. To help the children understand that before there were factories, only wealthy people could afford certain goods, the teacher can read the story "The Glassmakers" to the class. Afterward the children can discuss why glass was so expensive then. (It took a long time to produce, and only a few people had the skill.) The teacher might point out that today most people still could not afford glass of the quality and artistry produced by the Venetians, but dime-store glassware is within everyone's reach. Today factories can produce huge pieces of glass that can be used as walls in houses or as store windows.

7. To give the children an idea of how factories sometimes get started, the teacher can read the story "Betsy's New Hat" to the class. He can locate Providence, Rhode Island, on a map and tell the children how long ago the story took place. Afterward the following questions can be discussed. How did Betsy's family earn their living? What transportation did Betsy use to go to town? What kinds of stores and shops did she find in Providence? Why are there so few blacksmith shops today? How did people trade? (Money and barter.) Could Betsy buy everything she wanted? Why not? Where did Mr. Balch get the bonnet that Betsy liked? Why did everyone want to buy what Betsy had produced? (Because it looked nice and cost less.) Why was the hat that was produced in New England cheaper than the hat that came from England?

8. To reinforce a feeling for what it was like before there were factories, the class can listen to the recording "Long, Long Ago" (Lesson 11, *Our Working World*, Vol. I). Afterward the class might prepare a display of factory-made goods that were produced at home in pioneer days. The exhibit might be entitled "The Pioneers Had to Make These Goods at Home."

9. To bring out that careful preparation is needed before factory production of goods, each child can design a valentine. These should be assembled into a display and the class can decide which samples are best suited to assembly-line production because they are not too complicated. A survey can then be taken of the class to find out which of these designs is best liked. This can then be used in Activity 10.

10. To bring out the importance of the assembly line in factories, the children can produce valentine greeting cards (or other seasonal cards). The teacher selects two teams of five children each for the demonstration. Each team has a production quota of ten cards. One team divides the labor; the other does not. The following tools and materials will be needed.

	Team 1	Team 2
red construction paper (8½ x 5½)	10	10
white construction paper (4¼ x 5½)	10	10
scissors	5	1
paste	5	1
red crayon	5	1
pencil	5	1

On Team 1, each child makes two valentines by performing all the tasks twice: folds the red paper in half to make a card; folds the white paper in half lengthwise and cuts out a heart; pastes the frame or outer part of the heart cutout onto the front of the card; pastes the heart onto the inside right-hand page;

prints "Be Mine" with red crayon on the heart; prints "Made in the U.S.A." with pencil on the back of the card.

On Team 2, each child specializes: one folds all the sheets of red paper; the second child cuts out the hearts, doing several at one time; the third pastes a heart onto each card; the fourth prints "Be Mine"; the fifth prints "Made in the U.S.A."

Both teams work for the same length of time. At the end of the demonstration the class can discuss the advantages and disadvantages of an assembly line. (Each worker has to develop only one skill; fewer tools and less space are needed. But there is greater interdependence—if one worker slows down, the entire production process slows down.)

11. To reinforce the idea that in factories many special skills are needed to produce goods, the teacher can read the story "Twelve O'Clock Whistle" to the class. (The story can be found in the Resource Unit, Lesson 13, *Our Working World*, Vol. 1.) Afterward the class might discuss how the division of labor in a factory makes it possible to produce more goods in less time, and how factory workers depend on each other because their jobs are specialized.

12. To demonstrate how a businessman tries to set the right price for a new and different product, the class can play a game. The teacher can take the part of a businessman who is manufacturing his own invention.

The teacher announces that he has invented and patented a toy airplane with a new kind of engine; it can run for five years without a change of batteries. It costs him fifty cents to produce each airplane, and he would like to find out what price to charge to get the biggest profit. Since the teacher is the only producer of such an airplane, he can set the price. If he sets it too high, too few people will buy it for him to make a good profit. If he charges too low a price, it will take too many buyers to offset the low price. Therefore he is going to make a survey.

The teacher selects six girls and six boys as buyers and gives each child some play money. The amount each child is given represents the price he is willing to pay for a plane.

The teacher can point out that the girls will be given smaller amounts, because they would probably have less interest than boys in airplanes. The teacher can distribute the money in this manner:

2 girls: $1 each	2 boys: $4 each
2 girls: $2 each	2 boys: $5 each
2 girls: $3 each	2 boys: $6 each

The teacher begins to test the eagerness of the buyers: "How many would like to buy my airplane at a price of $6?" Two boys raise their hands. The teacher continues to test the prices, and tabulates the data on the blackboard.

No. of Airplanes	Production Cost	Price	Income	Profit
2	$1	$6	$12	$11
4	$2	$5	$20	$18
6	$3	$4	$24	$21
8	$4	$3	$24	$20
10	$5	$2	$20	$15
12	$6	$1	$12	$ 6

After the survey is completed, the class can study the results to see which price would earn the highest profit. The study of the chart should help the children discover the rule that the highest price does not mean the highest profit if many more consumers are willing to buy at a lower price.

The class might discuss various aspects of this example of price setting. Could the consumers go anywhere else to buy this toy? (No, because the manufacturer had patented his invention so that no one else could produce it.) How does this fact affect the price? (This manufacturer can charge a higher price, since there is no competition.) Can he charge any price? (No. If the price is too high, people may not buy this airplane.) Why is it that a wheat farmer cannot set his price in the same way that the toy-airplane manufacturer could? (If the farmer charged more for his wheat, the consumers could easily buy elsewhere.)

13. To help the children understand several aspects of running a factory, the teacher can read the story "Dan's Day at the Factory" to the class. After talking about the many things Dan learned, the children might think up new or improved products that they would like factories to produce—for example, Dan's idea for cocoa-flavored cereal. Each child might

write a short composition describing the product and telling why he thinks it would sell.

14. To show the great variety of goods produced in many different kinds of factories, the class can collect magazine or newspaper pictures showing various products and the factories that make them. The class should try to include such dissimilar items as a steel mill and steel rails, a watch factory and delicate watches, a toy factory and toys, a pharmaceutical plant and medicines, and so on. The pictures can be arranged in a display entitled "Many Different Factories Produce Many Different Goods." From the pictures the children might conclude that some factories are small and hire only a few workers, and that some factories are big and hire many workers.

    The class can discuss reasons for differences in factories. For example, why is a steel mill bigger than a watch factory? (Bigger machines are needed; the raw material is bulky and so is the finished product; heavy equipment is needed to bring in raw materials, to move goods within the plant, and to move goods out to the buyers.)

15. To demonstrate how the businessman tries to produce better and better goods to keep customers and to attract new ones, the children might prepare an exhibit showing the development and improvement of the automobile, plow, phonograph, camera, and so on. They might use drawings, pictures from catalogs or magazines, or toy models. The exhibit might be labeled "Factories Have to Produce New and Better Goods."

16. To dramatize the importance of getting the right combination of raw materials, workers, and tools, the children can enact situations in which these factors are combined in the wrong proportion. For example, what happens if ten children are assigned to make a display, but only one pair of scissors and one brush are available? What if there are lots of scissors and brushes, but only one child is assigned to do the display? Such exercises can give children an idea of the complicated role of the businessman: he must set up a factory that is neither too big nor too small, hire the right number of workers, purchase the right number of tools and machines, and purchase just the quantity of raw material that will keep the machines well supplied without creating a storage problem. In addition he has to guess correctly the quantity of goods that he will be able to sell.

    The class might draw funny pictures showing what would happen if the businessman made the wrong decisions—a huge building with one man inside pounding with a hammer; a very small building with an overflow of big machines and men working outside in the rain; a big building with many machines, but the workers all snoozing because the businessman used up all his money before buying any raw materials. After the drawings are finished, each child might tell a story about the mistake his businessman made.

17. To help the children discover that factories have to produce cheaper or better goods if they want to get more customers, the teacher can pose the following discussion questions.

    a) Suppose you have a choice of two pairs of shoes. Each pair costs $10. One pair is very good and the other is not so good. Which pair would you buy and why?

    b) Suppose you have a choice of two pairs of shoes that are equally good. One pair costs $5 and the other costs $7.50. Which would you buy and why?

    The discussion should bring out that in order to sell products, the businessman must either price them as cheap as others or produce goods of better quality; otherwise few people will buy his products.

18. To learn how better division of labor through the use of the assembly line and interchangeable parts can reduce costs, the children can read the story "Henry and His Ideas" on page 94 of the text. Afterward they can discuss why one has to have a factory in order to put ideas like Henry Ford's into operation; how reducing costs through better division of labor made it possible for Ford to charge a lower price for his cars; how the lower price meant that more people could buy them; how more sales meant more profits for Ford.

19. To help the children understand that many of the goods produced in factories today had first to be invented, the teacher can read to the class "Amos Saves the Day" (included in the Resource Unit for Lesson 14). The discussion afterward should bring out that the idea of interchangeable parts made

mass production possible. Perhaps the children could bring two or more identical toys to class. Examination should show that each of the toys is constructed of parts identical with those in the others. The toys might be disassembled and a display titled "Factories Produce Goods by Putting Many Small Parts Together" prepared.

The teacher can also discuss the inventions and discoveries of such persons as Thomas Edison, Jonas Salk, Alexander Graham Bell, George Washington Carver, the Wright brothers, and others.

20. To show how the government protects inventors, the teacher can bring to class a home appliance such as a can opener or some other item carrying a patent number. The teacher should explain that the numbers indicate the item is registered as an invention and that only the inventor or someone to whom he has given permission can produce and sell it; that such patents last for seventeen years and provide a reward for the inventor's work. "The Story of Three Pats" in Lesson 14 further discusses the patent process.

21. As a review of the first part of the lesson, the class can read "What Did We Learn?" on page 97 of the text. After each statement is read, the children can give examples that bear it out, from material covered in class or from their own experience.

22. The following activities can be completed in the Activity Book.

    a) 8A: "What Is Needed for Factories?" After completing the activity, the children may suggest different kinds of factories for discussion. The discussion should bring out the particular kinds of land, workers, tools, and the like that are needed for each kind of factory.

    b) 8B: "Who Would Be Happy?" The teacher should go over the titles and pictures with the class to be sure the choices are understood. After completing the activity, the children should discuss the reasons why each person shown is or is not happy.

    c) 8C: "What Happens When People Spend Less?" The teacher should go over the titles and pictures with the class to be sure they understand what each picture shows. After completing the activity, the children should discuss why certain factories were hurt more and others less.

    The children should see that buying some goods, such as cars, can be postponed. Other goods, such as food and soap, are always used up, and more must be bought.

Part II

1. To help the children realize that differences in personal taste are one reason we have many factories producing similar goods, the teacher can conduct a poll. He might name three brands of candy bar and have the children vote secretly for their favorite. The experiment can be repeated with pictures of clothing, toys, cars, and the like.

2. To discover some characteristics of advertising, the children might be asked to pay attention to television commercials for gasoline, soap, or other specified products. A few days after the assignment, they can discuss how the manufacturers try to convince customers that theirs is the best product. The teacher might point out that the customer should study many choices rather than run out to buy something after seeing one ad.

3. To help children discover how consumer choices determine what factories produce, the teacher can suggest the following situations.

    a) Let's pretend that all children decide not to buy candy, but buy ice cream instead. What would happen to the price of candy and ice cream? What would happen to the factories that made them? (The price of candy would fall and that of ice cream would rise. Candy factories would close down; many ice-cream factories would expand, and new ice-cream factories would appear.) What would happen to the producers who supply goods and services to these factories?

    b) Let's pretend that all children decide not to buy comic books, but buy paper dolls instead. What would happen to the factories that made comic books and paper dolls? What would happen to the producers who supply goods and services to these factories?

c) Let's pretend that all families decide not to drive cars, but ride bicycles instead. What would happen to the price of automobiles and bicycles? What would happen to the factories that made them? What would happen to the producers who supply goods and services to these factories?

4. To help the children discover the relation between changing tastes and demands on the one hand and the price of individual goods on the other, and how these factors influence what goods and services will be produced, the teacher can read the story "It Happened in Clipton" to the class. Afterward the class can discuss the following questions: What happened when the children decided not to cut their hair? What happened to the price of haircuts? What was Mr. Tinker's idea for a factory? Why didn't his factory last very long? (Fads change.) How did Mr. Tinker solve his problem? As a follow-up, the children can prepare a picture sequence showing the following related events. People decide not to have haircuts. The price of haircuts drops. People decide to buy more wigs. The prices for wigs go up. New wig factories are built. Barbershops close down. Barbers go to the wig factories to get jobs.

5. To discover how carefully the factory owner has to plan the production and sale of goods, the children can play a guessing game: When would the Conn factory sell more instruments—at the beginning of the school year or at the end of the school year? Should a factory that produces ice skates send its salesmen to hot regions or to cold regions? Should a lollipop factory write its advertising for children or for old people? Where should a businessman build a watch factory—on a mountaintop, in the desert, or near a city and close to good transportation? If you produced big farm machines, would you try to sell them to farmers whose farms are very small, or to farmers who do not know how to drive or repair farm machinery. (To neither.)

6. To understand the manufacturing process in miniature, the class might visit a Junior Achievement headquarters. The teacher can arrange to have the presidents of different junior corporations explain how they decided what to produce, where they got the money, their production process, and their selling program.

7. To demonstrate that some factories are hurt more than others when people decide to spend less money, the teacher can ask the children to pretend that they are all heads of families and that they have suddenly decided to save money. Some have decided to save for their children's education. Some are going to buy insurance. Some have had sickness or accidents in their families. Some believe that prices are too high and want to delay buying until prices come down. Some are afraid that they might lose their jobs. The teacher lists the following goods on the blackboard:

PEANUT BUTTER BREAD HOT DOGS SOAP TOOTHPASTE
TV FURNITURE CAR DRESS SUIT SHOES
STOVE BIGGER HOUSE

The heads of families decide which of these goods they can put off buying until a later time. The teacher tallies the answers on the blackboard.

After the survey has been made, ten children pretend to be producers of the goods listed. They can be identified by signs. Studying the survey results, each tells how his factory and workers will be affected by the decisions of families to put off or not to put off buying goods, and whether he will buy new tools and machines. The class can discuss why families can put off buying certain goods and not others. (Some goods can be made to last longer than others. Some goods are more necessary than others.)

8. To help the children understand that many workers may be affected when people spend less money, the teacher can do a blackboard illustration of the chain reactions set off by such consumer decisions. For example, the teacher might draw an auto factory in the center and show six arrows leading out—to a steel mill, tire factory, construction company, oil company, machine-tool factory, and glass factory. All of these businesses and their employees would be affected if fewer people bought autos.

The sequence of reactions might be acted out. The child who plays the auto factory owner calls the other owners and cancels some orders. These factory owners in turn may fire some workers and cancel orders to related factories.

9. To gain an understanding of the organization of a factory, the children can study the picture "Factories in the Neighborhood" on page 90 of the text. The children can pretend to be the various workers who help produce the band instruments. First they pretend to be the truck drivers who are delivering metal sheets, tubes, and bars to the factory; they should find the place where the materials are unloaded. Next they are the lift-truck operators who deliver the metal to the manufacturing department. Then they are the cutters who cut the big sheets and tubes into small pieces. These go to specialists who shape them into instrument parts. After that the children pretend to operate a second lift truck to carry the parts to another department. There specialists called mounters put the parts together. Next the children pretend to work in a third department, where they polish and buff the instruments. Then they are the specialists who put keys and valves on the polished instruments and make sure everything fits perfectly. Then the instruments go to the testing department. The children pretend to play the instruments to make sure they work properly, have a good tone, and meet the factory's standards. The instruments then go to the shipping department. The children pretend to put the horns into instrument cases and then into packing cartons. Then they pretend to load the instruments onto the trucks that will start the horns on their way to bands, orchestras, and music stores all over the world.

10. As an extension of Activity 9, one child might pretend that he is looking for a job in the Wonder Horn factory. He sees the HELP WANTED sign and is encouraged to go to the employment office to apply. The teacher might ask: What kinds of jobs do you think this factory will have? (Machinists, craftsmen of various kinds, drivers, musicians, wrappers, truck drivers, handymen; secretaries, managers, draftsmen, salesmen, computer operators, accountants.) Do you think most of the workers in the Wonder Horn factory are skilled or unskilled? (Most would have to be highly skilled, since so much personal judgment is needed to prepare and put together parts to produce instruments of high quality.) Can you recognize businesses that make their livelihood from the Wonder Horn factory? (The restaurant where employees eat, and the foundry that produces keys for the instruments.) Why do you think the houses have been built so close to the factory? (The factory is old. The first workers, who built these houses, did not have good transportation; so they built their homes within walking distance of their workplace.)

11. To help the children understand the importance of the location of factories, they can discuss some factories that they know about. They should discuss why the factories are located where they are. Are they near a road? a railroad? a river? other factories? Are there many houses in the vicinity? The discussion should bring out that factories should be located where they can receive materials, where there is power, where there are enough workers, and where there is adequate transportation for the shipment of goods to consumers. It may also bring out that the city makes rules about where factories can be located.

12. To get an idea of different factory locations, the children can study "Let's Take a Trip" on page 100 of the text. They might discuss the following questions: What means of transportation do you see in the pictures? Why is the steel mill bigger than the chair and sofa factory? Why is the steel mill near a harbor? Why is it away from houses and other businesses? What are the advantages of an industrial park? (Highway access, parking for workers, plenty of power in an area designed for factories.) Do some neighborhoods have more than one kind of factory? Do some factories need as much power and transportation as others? Why are so many factories located in big cities? (Many workers and consumers are there.)

13. To discover that a factory in the neighborhood has advantages and disadvantages, the children can read "Mr. Fudge and the River" on page 102 of the text. Afterward they can discuss the following questions: Why did Mr. Fudge decide to build his factory in Riverside? Whose savings did he use? Why did the bank decide to lend Mr. Fudge the money? Why were the people of Riverside happy that the candy factory came to their town? Why were they unhappy that the factory came to Riverside? Why didn't the people ask Mr. Fudge to close his factory? (The advantages of having the factory were greater than the disadvantages.) Did Mr. Fudge do anything about keeping the river clean? Why was it in his interest to keep the river clean? (Goodwill for the company; happier workers.)

14. To review the main ideas of the week's lesson, the class can read "What Did We Learn?" on page 105 of the text. After each statement is read, the children can suggest pertinent examples taken either from material covered in class or from their own experience.

15. The following activities can be completed in the Activity Book.

    a) 8D: "Factories Bring Other Factories." After completing the activity, the children should discuss the reasons why other factories and businesses move near the furniture factory.

    b) 8E: "What Is Good About a Factory in the Neighborhood?" The teacher should go over the titles and pictures with the children to be sure that the activity is understood. In the discussion that follows the activity, the children may suggest ways of improving the lead features of factories in the neighborhood.

    c) 8F: "Which is the Best Place for a Factory?" After completing the activity, the teacher may have the children explain why each of the rejected sites is not as good as the site that offered the best location and facilities.

STORIES, POEMS, SONGS

The Glassmakers

by Leon Trachtman

Once there were some men who knew a secret they thought no one else knew. These men lived several hundred years ago in the city of Venice, in Italy. The secret they knew was the secret of making glass that was very beautiful. They would mix the right amounts of sand and special powders. Then they heated the mixture in a hot oven. The heat made it all melt so that they could shape it into lovely bottles, plates, jugs, and jars.

Many of the young boys of Venice dreamed of one day becoming glassworkers. They hoped that they too could do the magic of making a lovely green dish or blue bottle out of a pile of sand. But only a very few of the little boys in Venice ever became glassworkers. Usually only the sons of glassworkers were permitted to learn the job.

The people of Venice were proud of the secret of making beautiful glass. So the glassworkers were all sent to live and work on a small island in the ocean near Venice. This was done partly because the glassmaking furnaces might set houses on fire. But the main reason was to keep the glassworkers from going away to other cities to teach their skill to other people.

A boy who was learning to be a glassmaker was called an apprentice. He had many jobs. He had to keep the fire hot with fresh wood. He had to fill the ovens with sand and special powder. This had to be measured carefully. Then it was heated until it melted.

Each master glassmaker had his own bench and his own apprentice. When his apprentices had everything mixed and melted, the glassmaker would stick a long tube into it. He would gather a lump of the melted glass on the end of the tube. He would blow through the tube until the lump formed a bubble. Then he would roll the bubble on a piece of marble in order to shape it. His apprentices would hand the glassmaker his tools for shaping the glass. Sometimes apprentices were allowed to help shape the bubble that the glassblower had blown.

The work of an apprentice was hard. He had to help make glass and also clean the shop and run errands for his master. Often the masters would hit the young boys when they were slow. The boys worked as many as twelve or fourteen hours a day. But they knew that if they watched closely and worked as hard as they could, one day they too would be master glassblowers.

No one ever found out how to make the same kind of glass as the blowers of Venice, although glass was made in other places too. In Germany, France, Holland, England, and later in America, there were young apprentices who learned from master glassblowers.

But about a hundred years ago a big change began in glassmaking. Men found new ways of making window glass and bottles and dishes. They learned to make these things with machines.

The way the master glassblower made things was slow, so that things made of glass cost a lot of money. The new machines made glass things quickly and cheaply. It took only a short time to teach a man to run the machines. The young boy who went to a new glass factory could dream no more of becoming a master glassblower. He could hope no more to learn the magic of making, with his own hands, beautiful crystal sugar bowls, amber dishes, green bottles, and violet jars.

Glassworkers were now factory workers. Instead of making glass, they tended machines. Long ago a great glassblower could earn a lot of money. Even more important, he was known far and wide as a real artist. The new glassworkers were no longer artists.

But in the old days only rich people could buy glass; poor people had no glass things at all in their houses. Today everybody can have glass because it is made so cheaply and easily by machines.

We still have a few skillful glassblowers today. Some, as before, make beautiful glass things that only rich people can afford. Others make special pieces of glass that scientists use in laboratories. But almost all the glass we use in our homes is made by machines.

Which way of making glass is better?

Betsy's New Hat

by Carolyn Sherwin Bailey

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Trot-trot-trot! "I'm happy, happy, happy!" Betsy Metcalf's happy heart kept time to the beat of her horse's hoofs as she rode, sidesaddle, into town. She had the week's supply of butter and eggs from her father's farm for the Providence market.

She was an odd little figure. Twelve years old in the year 1799, Betsy was a country lass who lived on the other side of Smith's Hill from Providence. Her starched blue calico dress and white apron stood stiffly out over the saddle. Her big sunbonnet did its best to hide her bright curls.

In her pannier baskets, carefully balanced on either side of the saddle, white eggs, round yellow cheeses, and pats of golden butter wrapped in grape leaves were packed in moss. Betsy stopped a moment on the top of Smith's Hill.

Beyond the river that lapped the Parade and Town Wharf shone the blue waters of Narragansett Bay. Along the Parade and the length of the curved waterfront were many shops. Their gaily painted wooden signs flapped in the wind.

The shipyards were there too, and there stood Jacob Whitman's smithy. Whitman, the smith, exchanged horseshoes and ironware with the shoemakers of nearby Lynn. GLOSHES, CLOGS, SHOOS, said his sign, and Betsy looked at her own well-worn shoes. But it was not a pair of two-shilling shoes for which she longed, but something much more exciting.

The sound of a drum came to her. As she came trotting along the main street of Providence, she had to pull her horse in sharply to give the road to the town crier. He marched along, drumming, and calling in a clear voice, "Organ music Saturday night in Kings Church! Come one, come all!"

A great organ with two hundred pipes had been brought from England in 1772 to Kings Church in Providence. Betsy's mother had told her how wicked the deacons had at first thought this idea of organ music in church.

Now the crier's words gave Betsy an added joy in the day's marketing. A girl of twelve would feel ashamed to wear a calico sunbonnet to Kings Church for the organ music. She was going to buy herself a new bonnet.

"Make speed, Dobbin!" she said. They came at last to the public market. There, bargaining housewives and shrewd farmers, hissing geese, and wagons loaded with fruit and vegetables showed that this was the Providence market day.

Betsy dismounted and tied her horse to a post. She went in and out of the crowd with her baskets. "Fresh butter. Large eggs. Rich cheese," she called.

Carefully, Betsy put the shillings in her pocket. She gave Dobbin the oats that she had brought in a saddlebag. She ate her lunch—an apple turnover and a piece of cheese—in the shade of a tree. Then she started upon her shopping adventure.

She looked in the window of a bookshop: almanacs, spelling books, and books of hymns were for sale. The storekeepers Ephraim and Jabez Nightingale were selling something new called "Powder for Preserving the Teeth."

But Betsy turned back to the little street of shops called Cheapside. She found a shop that sold bright English prints for dresses, lawn from India as thin and soft as a summer cloud, "taffaties," and other fabrics of silk and wool that our fast sailing ships were bringing from far-off lands.

Going inside, Betsy touched the pretty stuffs longingly. She knew that she could not have a new dress that season. She shook her head at the clerk and went out.

Betsy skipped from one shop to another until she came to the shop called The Sign of the Hat. Here she went in.

Stone crocks for holding the winter's jams and pickles, jars of pepper and spices, sacks of flour, cakes of chocolate, and strong-smelling Cheshire cheese were heaped around the bonnets. But Betsy went straight to that part of the shop where her dream lay. On a table, quite alone, was a beautiful imported straw bonnet. It was wide-brimmed, and trimmed with ribbon and flowers.

Betsy clasped her hands as she stood admiring it. She fancied herself walking grandly into Kings Church in that straw bonnet for the organ music. The shopkeeper came out of a corner, lifted the bonnet, and turned it about.

"Good Master Balch, how much is it?" Betsy asked.

Nathan Balch, the owner of The Sign of the Hat, sighed. "One pound," he said. "And I shall never be able to sell it this season at that price. It came by ship to Providence, the only straw bonnet in the town, but too costly."

One whole pound! And Betsy's mother had said that she might spend one shilling of the market money for herself.

Betsy pulled her sunbonnet down over her eyes to hide her tears as she went out of the shop. She found Dobbin, untied him, and rode slowly home with her empty panniers.

It was nearly sunset as Betsy rode home along the farm road. As she put Dobbin in his stall, the reapers came into the barn with great bundles of oats upon their shoulders. Some of the straw dropped to the barn floor. Betsy gathered it up. It was golden yellow, soft, and pliable. Why, she suddenly saw that this common field straw was as pretty as the straw from which the beautiful Providence bonnet was made!

Betsy sat down in the late sunshine of the barn door. She carefully split the straw with her fingers. She wove it into a braid. Before suppertime Betsy had made quite a bundle of straw braid. After supper she began sewing it into the shape of a bonnet, with a wide brim to tie under her chin.

Saturday night Dobbin made another trip, with Betsy and her mother on his back. They were riding into Providence for the organ music at Kings Church. A very smart and beautiful Betsy now! She wore her best pink calico dress with white ruffles at the neck and sleeves. A homespun cloak covered it from the dust of the road. As she dismounted and went into church, not even the great ladies who had arrived by coach could boast of so stylish a bonnet.

Its wide brim was tied under the little girl's chin with cherry-colored ribbons dyed in the home dye pot. About the low crown lay rosy everlasting flowers, also gathered and dyed by Betsy.

Betsy Metcalf's straw bonnet was the talk of that long-ago evening in old Providence. She was surprised the next day to receive a letter from Master Balch himself, begging for directions for making hat braid from straw. During all that winter Betsy and the other Providence girls were busy making the straw braid that was sewed into bonnets for the coming spring. The straw was split into seven strands and braided. Bobbins were used for quicker braiding, and the girls carried their bundles of straw about with them. The art of making straw bonnets became as much the style as knitting.

Betsy Metcalf became famous. Old records tell us that orders for her straw bonnets came from forty miles around Providence. No other hats were so well liked in New England as hers. Sunbonnets and hoods were quickly forgotten. After a while boys and men took up the fashion of the straw hat. Hat factories opened all over New England.

The story of twelve-year-old Betsy Metcalf of Providence comes to us from neighbors who knew about the first straw hat she made. She kept up her work all her life. When she was eighty she was still making hats. We might not have had our hat factories, hat shops, and new hats for Easter if a little girl in a sunbonnet so many years ago had not made up her mind to make the best of things.

Dan's Day at the Factory

by Bettina Smith

The children in Miss Martin's fourth grade whispered and giggled as they climbed onto the bus. Today was the day they were going on a tour of the Wheat Puffies cereal factory. Dan was the only quiet one, and he was usually the noisiest boy in the class.

"All right, children, quiet down," said Miss Martin. "Does everyone have a pencil and paper? Be sure to take notes so you can write good reports when we get back."

Dan felt in his pockets for the five pencils he had brought. He just had to write a good report this time. Miss Martin had scolded him recently. "You're a bright boy, Dan, but you don't pay attention to the right things. Try to do better."

So Dan was trying. His mother had said to him this morning, "Well, you should be the prize pupil if you write a report about Wheat Puffies!" That was because Wheat Puffies were Dan's favorite cereal. He ate them almost every morning. He liked them best with chocolate milk, but his mother disapproved. He couldn't see why, since she never minded when he drank cocoa along with his cereal.

"Here we are, boys and girls," said Miss Martin. Dan stared out the bus window at a long, low building. A big sign said:

HOME OF DELICIOUS WHEAT PUFFIES

Dan opened his notebook and carefully copied the sign. By the time he had finished, the other children were going into the factory. Dan hurried to catch up.

It smelled very good inside. It reminded Dan that he hadn't had his Wheat Puffies this morning. He had been so anxious to be on time for the trip that he had just had a quick glass of milk.

"See all those machines," Miss Martin was saying. "They do most of the work here. Over there are the rollers. They separate the grains of wheat from the tough outer part called the hull."

Dan stared at the huge machines. He opened his notebook and started to write, "Rollers sepor sepra seperate . . ."

"Come along, Dan," said Miss Martin sharply as the children moved into the next room. Dan stopped writing and ran to catch up.

The room was warm and the good smell was stronger here. Miss Martin was pointing to small doors all along the walls.

"There are the ovens where the grains of wheat are cooked. The ovens are so hot that the grains explode into puffs."

Dan took out his notebook again. What Miss Martin said reminded him of something—what was it? Popcorn! That was it. The wheat puffed up like popcorn. Dan carefully wrote "POPCORN" in his book.

"And here is the room where the cooked wheat is mixed with sugar and salt and other seasonings. Vitamins and minerals are added too. That's called enriching," said Miss Martin. All the children were writing busily except Dan. He was just standing there breathing the wonderful smell. It made his mouth water. All he could think of was how good some Wheat Puffies would taste right now.

"Now, children," Miss Martin was saying, "I want to introduce you to the owner of the factory, Mr. Owens."

A plump, jolly-looking man smiled at the children and said, "Welcome to the home of Wheat Puffies! I'm going to tell you a little bit about how our cereal gets from the farm to your kitchen. After the wheat is harvested, it is stored in huge grain elevators. Railroad cars come and take it from the elevators to the factory. Now you have seen how we prepare and cook and flavor and enrich our Wheat Puffies. After that we put it into boxes—big ones, medium ones, and little ones. Then trucks take the boxes to warehouses. From there they go on other trucks to the stores. There your mothers buy it for breakfast. Are there any questions?"

Dan wished Mr. Owens hadn't said the word *breakfast*. The good smell of Wheat Puffies seemed to get stronger. Dan raised his hand.

"Yes, young man!" boomed Mr. Owens.

"Do we—do we get any free samples?" asked Dan. All the children laughed. Miss Martin turned and frowned at Dan. She said to Mr. Owens, "I'm sorry for this little boy's bad manners. Thank you for the nice talk you gave us. Come along, children, to the packaging room. Now notice how the machines are folding the cardboard to make boxes." Her voice faded as she led the children along.

Mr. Owens grinned at Dan and walked off. He didn't seem to think the question was bad manners, Dan thought. Then Dan noticed, in a corner, a machine that was scooping up the flavored cereal, shaking it around, and dropping some of it into a big cardboard box. A man was standing by the box. Every so often he would reach in and pop some Wheat Puffies into his mouth. Dan stared as the man chewed. In a moment Dan was there, peering into the box.

"What are they?" he asked.

"Rejects," said the man. "Overcooked or too small. Have some."

"You mean they throw all this away?"

"Sure," said the man. "Here." He handed some to Dan. It tasted wonderful. Dan took another handful. And another. He ate and ate. Soon he was full.

"Thank you," he said to the man. "I'd better find my class now." He walked to the packaging room. There was nobody in it except two men. He turned and walked faster, through the mixing room and into the oven room. No fourth grade. He ran into the room where the big rollers were. Nobody. Dan began to feel scared. He ran down a hall and around a corner. What if they have gone back to school? he thought. He raced down another hall and peered out the window at the end. There was the bus, just pulling away.

Dan stared at it, wondering what to do. He felt very worried. It looked as though he had ruined things again. If only he could find a place to sit down and think for a minute. Dan saw two doors side by side in the hall. He opened one and saw a table, a chair, a comfortable-looking couch, and another door. Dan closed the door and sat down. Maybe he could write his report right here. He took a look at his notes: "HOME OF DELICIOUS WHEAT PUFFIES Rollers sepor sepra seperate. POPCORN."

It didn't make any sense at all! Dan tried to remember what the notes meant but he was too worried to think.

Then he heard voices from behind the other door in the room. The door was just a little bit open, and Dan jumped up and peered through the crack. There was Mr. Owens sitting at a desk and talking to another man. Mr. Owens didn't look jolly now. He looked very cross and worried.

"I sure made things sound simple when I talked to those kids," Mr. Owens said. "I wish running this factory was really that easy. Look at this, Al." He handed a paper to the other man. "Looks like trouble," said Al. "Our expenses have gone up and our sales haven't kept up with them. What'll we do?"

"There's only one thing to do," said Mr. Owens. "Sell more cereal."

"But how?" said Al. "That sugar-flavoring idea worked fine for a while. But now all the other cereals are doing it. There's no reason for people to buy Wheat Puffies instead of other brands."

"There is," said Mr. Owens. "We give more cereal for the price than any other brand. But it doesn't seem to be helping sales."

Dan opened his notebook and wrote, "More for the Price." He wanted to remember to tell his mother that. She sometimes wanted to buy other kinds of cereal but Dan knew she would keep buying Wheat Puffies if she knew that.

"Well, we've got to think of a way to make it better than the other brands," said Mr. Owens. "Let's talk about it over lunch."

Dan sat very still as the two men walked off into the hall. He looked at his notebook and thought about what Mr. Owens and Al had said. He thought he had learned more from that conversation than he had from his tour. He hadn't realized that the factory owner had to try so hard to think of ways to sell more cereal. Dan thought and thought about Mr. Owens' problem. Then he turned to a fresh page in his notebook and started to write. He wrote and wrote, in his best handwriting, until the page was covered. Then he opened the door to Mr. Owens' office and put the notebook on the desk.

Suddenly he heard voices just outside the door. There wasn't time to run back into the other room, so he squeezed right under Mr. Owens' desk, just in time.

"We'd better come up with some ideas soon," Mr. Owens was saying. Dan could see two pairs of feet in front of the desk.

"What's this?" said Al. "Listen to this, boss. . . . 'Suggestions for selling more Wheat Puffies. One: Put chocolate on them. They taste wonderful that way. And if you call it cocoa instead of chocolate the mothers will like the idea better. Two: Tell the mothers that they get more for their money in a box of Wheat Puffies. The kids will want it for the chocolate taste. The mothers will want it if they know they get more for their money. And then you will sell more Wheat Puffies.' "

"Hey, let's see that," said Mr. Owens. "Where did this come from? Hmmmm—these ideas aren't bad at all. Cocoa-flavored Wheat Puffies. Sounds pretty good. You get more for your money in a box of Wheat Puffies. Not a bad slogan. You know, Al, we should advertise more—let people know Wheat Puffies cost less than other cereals. And if we make the cereal taste better with chocolate, our sales are bound to go up. Who wrote this, anyway?"

"I don't know."

"Well, *someone* must have!" shouted Mr. Owens. "Who did it?"

"I did," said Dan from under the desk.

"Who? What? Who said that?" Mr. Owens spluttered. Dan stood up.

"Why, it's one of the school kids—the fellow that wanted the free samples," said Mr. Owens. "What are you doing here?"

"I got lost," said Dan. "I was eating the rejects and I—I lost the fourth grade!"

"Oh you did, did you?" said Mr. Owens.

Dan had been so excited about Mr. Owens' problems that he had forgotten his own. But now he was worried again. "And now Miss Martin will be angry and I won't be able to write my report."

"Now wait a minute," said Mr. Owens. "A fellow with so many good ideas shouldn't have any trouble with a report."

"But I didn't take good notes, and—" Dan started.

"That's no problem," Mr. Owens interrupted. "You helped me with these ideas. The least I can do is help you. I'll tell you about the factory and you can write your report right here."

But Dan was still worried. "How will I get back to school? Miss Martin must be awfully angry about my missing the bus."

"Tell you what," said Mr. Owens. "After you finish the report, I'll drive you back to school. I'll explain everything to Miss Martin and tell her what a help you were. How will that be?"

Dan grinned. "Oh boy! That will be swell."

Dan wasn't worried anymore. He began to feel excited and proud. Now he could write a good report—maybe the best in the class. Now Miss Martin wouldn't be angry. And Dan knew he would feel especially proud whenever he ate cocoa-flavored Wheat Puffies for breakfast, because he would know they were his very own idea.

It Happened in Clipton

by Jeanne Stoner

It was a year the barbers in Clipton would not soon forget. It all started the summer the Fuzzie-Wuzzies came to town. The Fuzzie-Wuzzies sang and played their guitars and shook their long hair around. All the young people in Clipton went to see the Fuzzie-Wuzzies. They listened while the Fuzzie-Wuzzies sang and played their guitars. They watched while the Fuzzie-Wuzzies shook their long hair around. All the young people thought the Fuzzie-Wuzzies were wonderful. The boys wanted to look just like them. "No more haircuts!" they said. "We want to look just like the Fuzzie-Wuzzies."

"Go get your hair cut!" said their fathers.

"Go comb your hair out of your eyes," said their mothers.

"How can you see where you are going?" asked their teachers.

"Oh no!" said the barbers. "This is going to be bad for business."

But no matter what anyone said, the boys would not get their hair cut. They just let it grow and grow and grow. They wanted to look like the Fuzzie-Wuzzies.

The barbers shook their heads sadly. In their windows they put signs that said in big letters: SPECIAL LOW RATES FOR BOYS' HAIRCUTS—ONLY $.75.

Still, no boy wanted to have his hair cut.

The barbers paced round and round their barber chairs and worried some more. Then they put out signs that said in even bigger letters: EXTRA-SPECIAL PRICE ON BOYS' HAIRCUTS —$.50.

But the boys didn't want haircuts. They wanted their hair long. The boys just couldn't get their hair to grow fast enough. Yes, the barbers in Clipton were very sad. But of all the barbers in Clipton, Mr. Tinker was the very saddest. Mr. Tinker specialized in giving haircuts to little boys. He had three barber chairs, and they were special chairs, just for boys. One chair was shaped like a cow pony. It had a real western saddle on it. Another chair was made like an elephant, with a trunk that went up and down. The third chair was made like a racing car, and it had a horn that really worked. Ever since Mr. Tinker had opened his barbershop, his three special chairs had been filled with little boys. But now even the little boys wanted long hair and there was no business at all. Grown men couldn't fit on the pony or the elephant; they couldn't fit in the racing car either. Mr. Tinker thought and thought. He had to do something fast.

Two weeks later Mr. Tinker's barbershop for boys had a sign on the door that said CLOSED. But across town something very interesting was happening. A new little factory was opening. The front of the factory had a sign that said FUZZIE-WUZZIE WIGS. Mr. Tinker had closed his barbershop and started a wig factory. Before long all the boys in town had heard about the new Fuzzie-Wuzzie wigs.

"Hurray!" they said. "Now we don't have to wait to have long hair—we can just buy a wig!" At first Mr. Tinker's wigs were very expensive, but as more and more boys bought Fuzzie-Wuzzie wigs, Mr. Tinker and his helpers at the factory worked faster and faster and made more and more wigs to sell. The wigs sold for less and less. Now almost every boy in Clipton could afford to buy a Fuzzie-Wuzzie wig. Even the girls were buying Fuzzie-Wuzzie wigs. The parents and teachers and the barbers all shook their heads. Everywhere you looked, every boy and girl looked like a Fuzzie-Wuzzie.

And then one day something else happened. The Shiny-Tops came to town. The Shiny-Tops sang and played guitars and shook their shiny *bald* heads. All the young people thought the Shiny-

Tops were wonderful. The boys wanted to be just like them.

"Quick, quick to the barbershop!" they yelled. "We want to look just like the Shiny-Tops."

The barbers couldn't believe their eyes. Boys were lined up for blocks outside their shops. They all wanted to have their heads shaved. They all wanted to have their heads *shined*.

"You look just like an egg!" their fathers roared.

"Oh, dear! This is worse than before," their mothers cried.

The teachers could hardly teach because all the shiny heads made their eyes water. But the barbers were too busy to say anything. They clipped and they shaved and they shined. They put big signs in their windows that said SPECIAL ON SHINY-TOP CUTS—$1.50.

Mr. Tinker looked around at all his Fuzzie-Wuzzie wigs. Since the Shiny-Tops had come he couldn't even give away his wigs. He knew what to do this time. The very next day, there was a sign on the Fuzzie-Wuzzie factory that said CLOSED. And across town, the sign on Mr. Tinker's barbershop for boys said OPEN FOR BUSINESS. Mr. Tinker was back in business as a barber again. And what a business that was now. The barbers had more business than they could take care of. They put huge signs in their windows: SHINY-TOP HAIRCUTS—$2. But the boys' hair kept growing and growing and growing. So the boys kept going to the barbers again and again and again. The whole town of Clipton was filled with shining, polished bald heads.

Then one day another group came to town. All the young people in town went to hear them sing and play their guitars. They were called the Guys. They didn't have long hair. They weren't bald. They just played their guitars and sang. The young people thought the Guys were wonderful. All the boys in Clipton wanted to look just like them. The boys let their hair grow again—but not too long. They kept going to the barbershops—but not too often. The barber business in Clipton was back to normal—at least for a while.

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LESSON 9: Volunteers in the Neighborhood

PURPOSE OF THE LESSON

1. To help the children understand the importance, in a democracy, of voluntarily donating time and money to accomplish things that one regards as desirable but that are not undertaken by either business or government.
2. To help the children understand that public needs become so large they cannot all be satisfied by voluntary contributions.
3. To help the children realize that many places in the neighborhood depend on the voluntary giving of time and money by people; without volunteers these places would cease to exist.
4. To help the children discover that the volunteer's reward is the feeling that his sacrifice is less than the satisfaction he gains by doing something necessary and worthwhile.
5. To help the children discover that volunteer work is a great exercise of freedom, because each volunteer decides for himself what he wishes to do.
6. To help the children understand that volunteers are often the first to recognize a problem and do something about it. Many of the programs initiated by volunteers may be taken over later by business or government.
7. To help the children understand that although volunteers do not charge a price for their work, the value of goods and services they produce every year is very high.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What is a volunteer?
2. Was Lillian Wald a volunteer?
3. What did her father teach her? (The teacher might write the sentence on the blackboard.)
4. What was Lillian Wald's volunteer work?
5. What was the neighborhood like where Lillian Wald worked?
6. What kind of people lived in that neighborhood?
7. Who helped Lillian Wald in the volunteer work?
8. What good did Lillian Wald do for her neighbors?
9. What good did she do for her country?
10. What did you like most about Lillian Wald?
11. Did people continue Lillian Wald's work?

ACTIVITIES

1. To gain an understanding of how volunteer work can fill important needs, the children can study the picture "Volunteers in the Neighborhood" on page 108 of the text. They should observe how poor immigrants often lived in big cities seventy years ago. Their attention should be directed to such conditions as crowded streets, litter, poor housing, and the lack of proper places for children to play. The class can then discuss what kind of work volunteers could do for this neighborhood: pick up litter; provide a place for children to play; collect money for health and recreation facilities; work to improve housing. If volunteers don't do these things, who would do them? (The government or nobody.) The teacher should note that such neighborhoods often had active volunteer organizations of their own and did much to help themselves in spite of the difficulties they faced.
2. To help the children understand how a volunteer organization such as a neighborhood house can broaden children's vision so

that they can make better choices as they grow up, the class can review the stories "Adam and Eddie" and "Shrimpy Joey" from Lesson 3. Without the neighborhood house, Adam and Eddie might not have known about the possibilities open to them and not have become a lawyer and a businessman. The story of Shrimpy Joey shows how Joey learned at the neighborhood house to settle differences by discussion instead of fighting.

3. To learn about the variety of volunteer work and the large number of choices one can make in becoming a volunteer, the children can read "Meet the Volunteers" on page 112 of the text. The teacher might invite similar volunteer workers to come and speak to the class.

4. To demonstrate the many ways in which people can be volunteers, the children might be encouraged to do volunteer jobs in their neighborhoods such as running errands, delivering messages, helping sick or old people. For a certain period of time the class might keep a bulletin-board record of the various volunteer activities of the children in the class. The record might be labeled "This Week's Volunteers."

5. To show that children, too, can give their time and effort to help a voluntary organization, the class can collect old newspapers, books, clothing, and other items and assemble them for donation to an appropriate organization. The children might organize a fair and donate the income to the charity of their choice. If any of the children belong to Brownie or Cub Scout groups, they could tell the class about the volunteer work their group does.

6. To encourage the spirit of volunteer work, the teacher can have each child draw a picture called "The Volunteer I Want to Be When I Grow Up." These pictures can be arranged in a display entitled "Our Future Volunteers."

7. As an alternative to Activity 6, each child can write a poem or tell a story about why he thinks volunteers are important.

8. To help the children understand that important needs are filled by voluntary organizations, the teacher might ask a representative from the community chest or similar fund drive to speak to the class. The speaker can describe the activities of various organizations and explain how contributions are split among these groups. He might also explain how a citywide program benefits the neighborhood of the class, and what the advantages are in combining the campaigns of many organizations into one citywide drive.

9. To reinforce Activity 8, the class can conduct its own community chest drive. A piggy bank can be used so that the amount each child gives is unknown to the rest of the class. The amount, of course, is not as important as the idea that each one gives and that all the money is combined and then allocated to various charities. After the money has been collected, the class can count it and decide which charities they want to give it to. Or they might save it to contribute to the regular community chest drive.

10. If the annual community chest drive happens to be under way, the class might maintain a thermometer that indicates how close the drive is to reaching its goal. One or two children can be assigned to watch the thermometer being used in the community; they can then record the drive's daily progress on the one in the classroom.

11. To help the children understand that duplication of effort and higher costs would result if each neighborhood and each voluntary organization conducted its own fund-raising campaign, they can act out the following sequence. The class can be divided into two neighborhoods, each with a number of identical charitable organizations. The children in each neighborhood prepare campaign posters for each organization. The school desks can represent homes, and the fund collectors for each of the different organizations visit each home. After the various drives have been conducted, the class can discuss the number of workers and the amount of effort that were necessary to carry on the campaigns. Then they can discuss how much easier it would have been if there had been only one charitable organization for a given purpose for both neighborhoods. And finally they can discuss how it would be easier if a number of the organizations cooperated in fund raising. The children may also want to act out these subsequent situations.

12. To encourage the children to participate in volunteer work for their neighborhood or community, and to impress on them the need for such work, some of the volunteer activities that they could do should be discussed and listed. After the dis-

cussion the class could undertake one or two of the activities listed. For instance, they might repair and refurbish toys, games, or books. They might make beanbags or painting boards, or picture stories or games. These could be given to a neighborhood settlement, an orphanage, or the children's ward of a hospital. The class might visit an old people's home to sing songs and entertain. Or they might make greeting cards and send them to individuals in such a home. They might also collect canned food for the needy, or undertake some project to earn money that could be contributed to a worthy cause.

Children in this age group are sensitive to those less fortunate than themselves. Encouraging the class to channel their feelings into voluntary service for the community can help them gain a sense of belonging and usefulness.

13. To show the children that there are volunteer organizations in the neighborhood or community that provide valuable services, the teacher might invite one or more representatives from various community groups (women's clubs, philanthropic societies, hospital auxiliaries, and service clubs) to come and talk about the charitable work the group is doing. Perhaps a Shriner could be asked to tell about the Shrine hospitals for crippled children. Or a representative of the Moose organization might talk about its famous Mooseheart, where orphaned children are cared for. These representatives might explain how their organizations raise money for their work (the Shrine circus, for example).

14. To demonstrate that there are places in the neighborhood maintained by voluntary contributions of time or money, the class can make a survey of places providing services to the neighborhood that are not operated for profit or by taxes. The children may decide to help one of the organizations in some way. Together they might compose a letter to a particular organization, asking how they could be of help. If possible, the class might visit the center in the neighborhood where the services are being administered.

15. To discover the extent of voluntary giving of time or money in their own homes or neighborhood, the children might ask their parents whether they give any time or money to people who need help or to nonbusiness organizations such as churches, hospitals, and so forth that do useful work in the neighborhood. The teacher might list some of these organizations on the blackboard and tell a little about them. The children might draw pictures of their parents or friends engaged in their favorite volunteer activities. From the drawings the class could prepare a display entitled "Volunteers to Be Proud Of."

16. To see an example of a neighborhood center run by volunteers, the children can study "Let's Take a Trip" on page 110 of the text. The children might note especially the kind of neighborhood served by the Henry Street Settlement House. The teacher might pose such discussion questions as these: Do you have a neighborhood center? Do you visit it? What do you like about the Henry Street Settlement House? What kinds of activities are there at the Henry Street Settlement House? How does the settlement house help neighbors feel friendly? How do settlement houses expand children's vision and help them make better choices as they grow up? If a neighborhood center is near, the class could visit it and write short compositions about the visit.

17. To dramatize the unselfish attitude of many volunteers, the teacher can read the story "The Boggs Family Takes a Walk" to the class. The children might draw pictures showing the contributions Mr. Boggs made to his neighborhood.

    The teacher might invite a public-spirited parent to talk to the class about the volunteer work he does in the community and why he thinks volunteer work is important.

18. To help the children understand that volunteering means sacrifice, the class can discuss how the various volunteers they met during the lesson's activities could have used their time or money for themselves. The discussion should bring out that people who do volunteer work feel that the sacrifice they make is less than the satisfaction they gain by helping others.

19. To help the children understand the different attitudes that different people have toward volunteering, the class can act out the following sociodrama.

    A neighborhood group meets to discuss organizing a day center for the children in the neighborhood. The class should discuss what is needed for the day center: a teacher, two helpers, a large room, furnishings, toys, a place for the children to rest, and so forth. The organizing group then asks for volunteers to perform the necessary tasks and raise funds. They ask the class who would like to be responsible for fund raising, for obtaining the room, for getting the furnishings, and so on. Some of the responses should be coached beforehand, so that while some children respond to the call for volunteers, others give reasons why they cannot or do not want to volunteer. One may say that he cannot because he will be out of town, another that he is too busy. A third may explain that she is willing to do telephoning, but must stay home to care for her baby. Still another may say that her own children keep her too busy for her to help with the day center.

After the sociodrama, the class should discuss whether the excuses offered were valid, and whether those who did volunteer will have to give up other things in order to do the work they said they would.

Following the discussion, the class may prepare a mural titled "Volunteers Give Up Their Time." The mural should show a mother engaging in some volunteer activity with which the children are familiar. Around her picture the children should place pictures showing how she might otherwise have used her time: gardening, cooking, meeting friends, going to the movies, taking a job outside the home to earn income, and so forth.

20. To show that volunteers often work together with the government to help people, the class can invite a volunteer who is working on a government program to explain the purpose of their work and how both the government and volunteers are needed to carry it out. (The preschool programs organized under the antipoverty program, or tutoring programs sponsored by local school authorities, are good examples of such work.)

21. To help the children understand that one person helping another is an important aspect of volunteer service, the teacher can read the story "A Surprise for Mrs. Shaw" to the class. The children might tell stories about how they or their friends have volunteered to help someone.

22. To show that voluntary giving can take on a broad scope, the teacher can tell the class about some of the men in history who are noted for their contributions—Carnegie, Field, Kellogg, Guggenheim, and many others. The class might visit institutions—in the neighborhood or city—made possible by the donations of such men.

23. To help the children understand what parents can do as volunteers to help the schools, the teacher can read the story "Annabel Can Read" to the class. If the school has a similar plan, the children might visit the reading room and meet some of the volunteers. Some of the children may write brief compositions about the volunteer work their mothers do in the schools (clerical work, helping out in the library, giving talks, organizing fund-raising events, and so forth).

24. To give an example of the kind of volunteer work teen-agers can do, the teacher can read the story "A Day in the Park" to the class. Perhaps some of the children have older brothers or sisters who are volunteers. These young people might be invited to come and talk to the class about their volunteer activities.

25. To get an idea of how to organize a volunteer activity, the children might plan a benefit performance such as a puppet show, poetry reading, or playlet for parents. The class might charge a small admission and give the proceeds to a volunteer organization. The children should discuss ways in which their benefit show differed from a regular show put on for profit. (Actors are paid, but the children donated their talents. A regular stage show has many expenses such as theater rental, while the children used space and utilities without charge. Many people who came to the benefit performance did so because they wished to give to charity.)

26. To show how one volunteer's idea has been taken over by the government, a staff member of the public library might be invited to talk to the children about Andrew Carnegie's contribution. He can tell how Carnegie got the idea of giving money to build libraries, and how public libraries are now maintained largely by taxes.

27. To help children understand that volunteers produce important services even though they do not charge a price for them,

the class may make an exhibit. The exhibit should include such illustrations as disaster volunteers; volunteers at elections; volunteers collecting money; volunteers helping the poor, the sick, and the old; volunteers in hospitals; boy scout volunteers; and girl scout volunteers.

After the display has been set up, the children can speculate on the losses which the country would suffer if no one volunteered for volunteer fire departments, forest fire fighting, and flood prevention activities, or if people like Lillian Wald had not helped people to help themselves.

If the class is sophisticated enough, the teacher might take some specific cases and figure the amount the volunteers would have been paid for their services. If the class notes that some volunteers get paid (election campaign workers and Peace Corps workers, for example), the teacher should point out that these payments are far below the rate that the market would pay for their talents.

28. As a review of the lesson, the class can read "What Did We Learn?" on page 111 of the text. As each statement is read, the class can relate it to the accompanying picture. The children should be encouraged to give examples either from classwork or from their own experience that bear out the ideas expressed in the statements.

29. The following activities can be completed in the Activity Book.

    a) 9A: "Who Are the Volunteers?" The children should be able to distinguish between those who are doing their regular jobs for pay and those who are probably performing volunteer work. After completing the activity, the children can discuss whether they would like to do the volunteer work pictured. The discussion should bring out that those who want to do such work would not receive money as their reward but rather the satisfaction of helping others.

    b) 9B: "How Can Volunteers Help This Neighborhood?" After completing the activity, the children should explain their choices, indicating why some jobs require government action and others should be done by volunteers.

STORIES, POEMS, SONGS

The Boggs Family Takes a Walk

by Leon Trachtman

Billy Boggs was mad at his father. So was his sister Susan. So was his younger brother Henry.

Billy went to see his mother.

"Mother," he said, "I'm really mad at Father."

"You are?"

"Yes. He won't get a new car."

"Do we need one?"

"Of course," said Billy. "Our car is five years old."

"But, Billy, the car still runs, doesn't it?"

"Sure it does! But that's not the point. It's still five years old."

"Yes, of course," said Mother.

At that moment Susan Boggs marched in.

"Mother," she said, "I'm mad at Father."

"You too? Well, why are *you* mad at him?"

"He doesn't do the things a father should."

"Oh—like what?"

"Well, Mary Hughes brings flowers to our teacher every day. All kinds of flowers. She brings tulips, daffodils, and irises—petunias, peonies, and zinnias—asters and chrysanthemums. All *I* get to bring is a few roses and some little sprigs of lilac. The *least* Father could do is have a garden like Mr. Hughes."

Just then Henry Boggs stamped in.

"Mother," he said, "Father is mean to me."

"Mean?"

"Yes, mean. Joe Martin has a pool table *and* a ping-pong table in his basement. I ask Father for a pool table *or* a ping-pong table and what do I get? A basketball board over the garage door."

Mrs. Boggs was silent. Then she said, "All right, children come with me. I want to take you for a little walk."

The Boggs family walked down their street to the express highway. Then they went up on the footbridge and stopped to look at the speeding trucks and cars below. Mrs. Boggs said:

"You children use this footbridge a lot. Did you know your father helped get it built?"

"No. Did he?" The children were surprised.

"You see," Mother went on, "your father is on the Traffic Board. The Traffic Board had the footbridge built because it was so dangerous for children to cross the expressway. If the board had not done this, you wouldn't be able to cross safely.

"Your father is secretary of the Traffic Board. Do you know how much he earns for doing this job?"

"I bet it's a lot," said Henry, "because the job's so important."

Mother shook her head. "He doesn't get paid at all. But he's happy to give his time because he wants the streets to be safe for children and grownups. I hope you think this work is more important than getting a new car, Billy."

"I guess it is."

Then Mrs. Boggs led the children down from the footbridge and into Vista Park. The flowers were beautiful. Sky-blue and golden-yellow irises blossomed among the pink and white peonies. The tulips were gone, and the roses were just budding.

"Pretty flowers, aren't they, Susan? You don't remember, but six years ago this park was just a weed field. It was the Park Board that changed it into this lovely place. Susan, you know one of the members of the Park Board."

Susan nodded. "Father."

"Yes. And which do you think is more important—making this park for everyone to enjoy, or growing flowers for you to take to your teacher?"

"The park," said Susan.

"And what does your father earn for his work on the Park Board?"

"Nothing?" asked the children.

"That's right. Nothing, but the thanks of the town!"

Then Mrs. Boggs led the children down Prospect Street to the Y. They walked in and saw dozens of boys playing ping-pong and pool and checkers and chess.

Mrs. Boggs said, "Henry, you spend a lot of your free time here, playing with the other boys. Have you ever used the pool tables and the ping-pong tables?"

"Sure, lots of times," Henry answered.

"It was hard work getting the money to buy all this play equipment. It was the Y Board that did it. And guess who the president of the Y Board is?"

"Father!" said the children.

"You know, in a way he really was giving me a pool table *and* a ping-pong table—but it was for all the other boys too," said Henry.

"That's right. And what do you think he gets paid for this work?"

"Nothing!" said the children.

"Nothing in money. But a lot of pleasure in seeing the boys enjoy themselves. And now our little tour is over. But before we go home, just tell me one thing."

"What?" asked the children.

"Are you still terribly mad at your father?" teased Mrs. Boggs.

The children started to laugh. "Only a little," said Billy, "because he didn't show us what you showed us today."

"Well, let's go and complain to him," laughed Mrs. Boggs.

And they all walked home again.

A Surprise for Mrs. Shaw

by Jeanne Stoner

Mrs. Shaw was very busy. She was trying to get her new house in order. There was so much to do. Mrs. Shaw looked around at the bare living room. The windows needed washing. The floor needed scrubbing. There were big boxes stacked in the corner waiting to be unpacked. Mrs. Shaw sighed. She almost felt like crying. She wasn't sad about the work. There was always a lot of work to do when you moved into a new house. Mrs. Shaw felt sad because she missed her old house in her old neighborhood where all her old friends lived.

Ring! went the doorbell.

Mrs. Shaw went to the front hall and opened the door. Three little boys were standing on the top step.

"Hello," they said, all together.

"Hello," said Mrs. Shaw.

"I'm Sammy."

"I'm Paul."

"I'm Ronny."

"Well, I'm Mrs. Shaw. What can I do for you?"

"We saw the moving van here yesterday. Do you have any odd jobs you would let us do?" asked Sammy.

Mrs. Shaw thought about all the scrubbing and waxing and unpacking to be done. She really could use some help. She looked at the boys. They couldn't be more than eight or nine. She thought they were too little to be much help. And she didn't have time to look after them.

Mrs. Shaw was just about to shake her head and say no, when Paul said, "Your windows need washing. We're good window washers."

"We can help you put things away," said Ronny. "We're very careful. We won't break anything."

"I'll scrub your kitchen floor," said Sammy. "I'm the biggest and the strongest. I'll get it very clean."

Mrs. Shaw laughed. "I've never seen people so anxious to work. I really do need some help. Come in, boys."

All afternoon Paul and Sammy and Ronny worked for Mrs. Shaw. They were very good workers. The kitchen floor was bright and clean. The windows in the living room were shining in the sunlight. All the boxes were unpacked and carried out to the garage.

"Well, boys, I think that's enough work for now," said Mrs. Shaw. "You have really done a hard day's work. I could hardly keep up with you. And you were good company, too. I was feeling a little sad working here all alone."

Sammy and Paul and Ronny grinned from ear to ear.

"Now, how much pay do I owe you workers? I'm willing to pay a lot for such good help."

"You don't owe us any pay," said Sammy.

"Oh no, we don't want to be paid," said Paul and Ronny.

"No pay?" asked Mrs. Shaw. "What in the world—I thought you wanted to earn some money by doing jobs in the neighborhood."

"Oh no, ma'am. We're volunteers."

"Volunteers?" asked Mrs. Shaw.

"Yes, we volunteered to help you because you are new in our neighborhood."

"We wanted you to feel welcome."

"We want you to like it here."

Mrs. Shaw looked at the three volunteers. She had a lump in her throat. But it was a nice kind of lump. It was the kind of lump you get when people have made you feel very happy and special.

"You have made me feel very welcome. I know I will be happy here in this new house. Now I don't know of a single rule against volunteers having cocoa and cookies, do you?"

Sammy and Paul and Ronny said, "No!"

"Then out to the kitchen, volunteers," said Mrs. Shaw. "I feel like having a party."

And that was just the first party for the first of Mrs. Shaw's new friends in her new neighborhood. There were many, many more!

Annabel Can Read

by Dena Humphreys

There was a little girl named Annabel. She didn't like school. Annabel wanted to read, but when she tried she got all mixed up. The harder she tried, the more mixed up she got. Most of the time she couldn't follow the words when the other children were reading aloud. So she stopped listening. The reading got harder every day, so she stopped trying. The other children were all learning to read well, so Annabel felt left out. She became very quiet and lonesome and sad.

There was a teacher named Miss Jones. She was Annabel's teacher. All the children in her class were learning to read—all but Annabel. I wish, thought Miss Jones, I could teach Annabel all alone for a while, so she wouldn't be so mixed up. But it wouldn't be fair to stop teaching all the other children to help Annabel. I wonder what I can do. Annabel is sad, and that makes me sad too.

There was a lady named Mrs. Brown. Mrs. Brown's children were all grown up, and Mr. Brown was away at work all day. There were days when Mrs. Brown had nothing to do. Then she would feel very lonely.

One day Mrs. Brown heard about the School Volunteers. She found out that the School Volunteers used their free time to help teachers and children. I have lots of free time, thought Mrs. Brown, and I like children. Maybe I could be a volunteer. Mrs. Brown telephoned the School Volunteers and told them she wanted to help.

Soon after that Annabel's teacher said to her, "Annabel, I have good news for you. You have been chosen to go twice a week to the special reading room. Mrs. Brown will read with you." Annabel didn't think it was good news. She didn't know Mrs. Brown. When the lady finds out I can't read, thought Annabel, she'll scold me. Annabel wanted to hide, but she had to go to the special reading room just the same. There were a lot of ladies there and lots of children too. There were many books and games and pictures, and everybody was busy.

Annabel was a little scared, so she quickly said, "I can't read." She wanted to get that over with.

Mrs. Brown smiled. "I know," she said. "That's why I'm here to help you. I think we'll have fun."

Then they talked. They read a story. They played a game. Annabel drew a picture and wrote her name on it. There was so much to do that they were sorry when it was time to stop.

After that Annabel went to the reading room again and again. Sometimes she had to think very hard, but even that was fun. She and Mrs. Brown always had lots to talk about. They were good friends.

One day in class the children were reading a story. They came to a word nobody could read. The word was *volunteer*. Miss Jones asked all the best readers. She asked Sammy and John and Katrina and Mary Elizabeth. Nobody knew.

Suddenly Annabel put her hand up. "I know! I know!" she cried. "It's volunteer!"

All the children looked at her. They were surprised because Annabel never spoke in class and never tried to read a word.

Miss Jones said, "Good for you, Annabel! Do you know what it means?"

"Yes," said Annabel. "It's on the blackboard in the special reading room, and Mrs. Brown and I talked about it. It means somebody who helps people because they want to. They don't have to. They like to help."

"That's right," said Miss Jones, and she wrote *volunteer* on the blackboard. "Now, Annabel, will you read the rest of the page for us, please?"

Annabel read aloud to the whole class. She did it well. She made only one mistake, and the funny thing was that she didn't mind making a mistake. It didn't seem to matter and she did not feel mixed up at all.

After that Annabel began to like school. She felt happier.

So did Miss Jones.

So did Mrs. Brown.

A Day in the Park

by Dorothy Light

"Come on, Tim. Hurry up!" called Ann. "The children will wonder what has happened to us."

"I'm coming just as fast as I can," said Tim, puffing and huffing behind her. "These baseball bats are heavy."

Ann and Tim were hurrying to the settlement house. There they would meet other teen-agers from Beck High School. On Saturdays during the school year, the teen-agers took young children on trips. The children lived in a crowded neighborhood near the settlement house. Now it was the day of the big picnic, the last activity before school closed for the summer.

Ann and Tim reached the settlement house. Other teen-agers were already there, and so were the children. Two young boys rushed up to Ann. "Can we go now, Ann?" asked Billy.

"We're all ready!" said George, tossing a baseball in the air.

"Where's the food?" asked Mary Lou.

Ann laughed. "Are you thinking about food already?" she asked. "The food will get to the picnic a little after we do. Chuck and Tom are getting it now, and they'll bring it to the park later. Now we have to make sure that everyone is here. Stand still while I count noses."

Ann was in charge of the picnic. She had been elected by the other teen-agers to plan the group's activities that year. Every Saturday the group went somewhere. They had been to the zoo and the post office. One rainy day they all went to the museum. What fun that had been! And now the picnic—the most exciting day of all.

Ann finished counting the children. She put each teen-ager in charge of two children. A tall teen-aged boy came up to Ann. "Yesterday," he said, "I took the bus to the park so we'd know how to get there. We'll have to make one change of buses at Green Street. The whole trip should take about an hour."

"Thanks for checking, Ron," said Ann. The teen-agers had found that it was a good idea to know exactly how they were going ahead of time. Once they had been late for an ice show because they had taken the wrong bus.

Ann looked at her watch. "O.K.," she said. "Time to go. Come on, everybody!" Each child quickly reached for the hand of the nearest teen-ager, and the little group walked to the bus stop. On the bus Ann carefully counted out all the pennies and nickels the teen-agers had given her to pay their fares and the children's. The teen-agers were happy to use some of their allowance money so that the children could go on adventures around the city.

"Green Street!" shouted the driver. "You kids transfer here!" Ann and the others saw that all the children got off the bus. They transferred and soon were on their way again.

"We're almost there, Ann," said Ron.

Turning to the children, Ann said, "We're nearly at the park, boys and girls. When you get off the bus, stay right with your friend from Beck High. We'll all walk into the park together." She smiled. "I don't want to lose any of you." The children laughed.

It was a beautiful day for a picnic. The sun was shining and a warm breeze rustled the leaves on the trees. "O.K.," Tim called. "Everyone who wants to play baseball come over here."

Some of the children rushed over to divide into teams. Others turned somersaults in the tall grass. Some sang camp songs. A little boy who'd got his face dirty sliding into second base came running up to Ann. "When do we eat, Ann?" he asked.

"Why Bobby," she said. "You've got most of the woods on your face!" She looked at her watch. "It's eleven o'clock," she told him. "The boys should be here with the food at twelve o'clock. Think you can wait until then?"

"I'll try," he called as he ran back to the game.

Twelve o'clock came and went, and there was no sign of Chuck and Tom. Tim said, "Ann, do you suppose they got lost?"

"I hope not, Tim. Why don't you start a fire in that fireplace so we'll be all ready when they get here with the hot dogs?"

"I'm hungry!" said Mary Lou, who had grown tired of learning new songs.

"Me too," said Roy, a chubby boy who liked to eat.

It was one o'clock. There was still no food. Ann thought, Where are you, Chuck? What good will the day be if you don't get here?

The children were through playing baseball. They were through singing. They had run around so much that they were tired. Tim said, "Boy, wait till I see those guys. If they don't show up—"

Some of the little girls looked as though they would cry in a minute. Ann was about to suggest a new game she thought they'd like to play.

"Ann, look!" It was Tim calling. He was pointing across the park. Ann saw a blue car slowly coming to a stop. A big man got out and walked around the car. He waved at the children.

"Who is that, Tim?" asked Ann. "I never saw him before."

"I don't know who he is, either," answered Tim. Just then two people that Ann and Tim did know got out of the car.

"It's Chuck and Tom!" said Ann excitedly. She watched as the man helped the boys lift several boxes from the car. Then the man got back into his car and drove off.

"Hey, Tim!" shouted Chuck. "Don't just stand there. Come and help." Tim and Ann ran across the park. "Where have you been?" asked Ann angrily.

Chuck said, "Oh, we're sorry we're late. We went to Mr. Cole's store this morning just as you told us. He gave us free hot dogs and buns just as he did last year. We were all ready to go to the bus when I got an idea.

Tom broke in. "Chuck thought it would be great if we could have some ice cream at the picnic. We thought we'd see if Mr. Grommy would give us a good price on ice cream for the children. We went and asked him."

Chuck continued. "When we told him that we wanted to buy ice cream for the settlement-house children, he wanted to hear about all the things we do with the children. We explained that the children are from poor families and that they do not often have a chance to get out of their neighborhood."

Tom started to unpack the boxes of hot dogs and buns. The children began to gather around the food.

"Anyway," said Chuck, "Mr. Grommy said he'd like to help too. He gave us ice cream for all the children. We were so excited that we forgot about the time. When I looked at my watch, it was already one o'clock."

"Mr. Grommy saw that we were worried," added Tom. "We told him why. He said he'd be happy to drive us to the park. So here we are," he beamed, "and the ice cream hasn't even melted."

Ann wasn't angry anymore. She smiled and said, "I'm glad you got the ice cream. It will be a real treat. Children, get sticks for roasting your hot dogs!"

The picnic was a success. A very tired but happy group of teen-agers and children walked slowly to the bus that afternoon. The children were sorry that it was the last activity of the year. But they knew that when fall came, there would be many more adventures with the teen-agers from Beck High School.

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LESSON 10: Government in the Neighborhood

PURPOSE OF THE LESSON

1. To help the children discover that many goods and services are produced by the city, county, state, and federal governments to help keep neighborhoods pleasant and healthy.
2. To show that the costs of these goods and services are paid either indirectly through taxes or directly by those who use the goods and services.
3. To help the children understand that the people of the neighborhood choose (elect) representatives whom they trust to decide what goods and services the city, county, state, and federal governments should produce for them.
4. To help the children understand that city, county, state, and federal governments make rules that tell how land should be used. These rules (laws) help to keep neighborhoods orderly.
5. To bring out that government rules (laws) also help to protect the lives, freedom, and property of the people of the neighborhood.
6. To help the children discover that if more people are interested in the welfare of the neighborhood, the rule makers can do a better job in making rules that the neighborhood needs or wants.
7. To help the children understand that if more people in the neighborhood come together to discuss their ideas, they will develop closer ties and a friendlier atmosphere in the neighborhood.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Why did Peter's parents stay up late at night?
2. What are taxes?
3. Why must families pay taxes?
4. Why are taxes important for the neighborhood and for the country?
5. What are the advantages if a family does not have to pay taxes? (It has more income to spend as it pleases.) What are the disadvantages? (It must give up the many goods and services best produced by government.)
6. Who decides whether we should pay high taxes or low taxes?
7. How do your parents choose the rule makers?
8. What can they do if they do not like what the rule makers have decided?
9. What is government?

ACTIVITIES

1. To help the children discover the great variety of goods and services that government provides for the neighborhood, they can turn to "Let's Take a Trip" on page 120 of the text. The children can identify each of the goods and services shown, and discuss how these are provided in their own neighborhood. The pictures show (1) a policeman, (2) street cleaning, (3) mail delivery, (4) fire protection, (5) public health services, (6) maintenance of traffic and street lights, (7) a public park, (8) sewerage systems, (9) public housing, (10) a school. Following identification, the class can discuss the advantages of paying for such goods and services together through taxes, rather than each family's attempting to provide these things for itself on an individual basis. Afterward the children may

want to draw pictures of the goods and services government provides in their own neighborhood. They should be sure to depict things not represented in the photographs (water supply, community center, neighborhood library, street paving and repair, and so forth). The drawings can be assembled in the form of a mural titled "Goods and Services Government Provides for Our Neighborhood."

2. To bring out the importance of the goods and services that government provides for the neighborhood, the class can discuss the following question: Suppose there were no street lights in the neighborhood. Would it be desirable to have them? If the class agrees that street lights are important for the neighborhood, they can proceed to the question of who should pay for the street lights. In trying to answer this question, the children can be helped to see that those who benefit should pay. But who benefits—only those who live in the neighborhood? Discussion should bring out that everyone in the city is likely to benefit in some way if the neighborhood gets the lights. Everyone who passes through the neighborhood at night will benefit, for a well-lighted neighborhood is usually a safe place. Since it is difficult to find out just who benefits most from the lights, the class may conclude that taxes, through which all share the cost, are the best way to pay for the lights. (The class might also discuss the various alternatives to taxes, such as voluntary contributions, and so forth.) Similar lines of discussion can be developed in regard to government services such as allocating land for parks, paving streets, installing sidewalks.

3. To emphasize the importance of government services, the children can act out sociodramas showing what would happen if a number of these services did not exist. For example, people could not find their way at night because of poor lighting; or they would fall into holes where the roads weren't paved; or fires would spread uncontrolled. The value of the damage suffered would be far greater than the amount of taxes paid for these services.

4. To help the children understand the role of the fireman in protecting the neighborhood, the teacher can read the story "Jimmy and the Fireman" to the class. Afterward the following questions can be discussed: Why aren't the firemen always working? Is it important that they stand by day and night? Is there a fire department in your neighborhood? Why do neighborhoods usually share the services of a fire department? (If they put their tax money together, they can have a bigger and better fire department with more equipment than if each neighborhood had its own little fire department. In case of large fires, a bigger fire department is needed.)

5. To further emphasize the importance of goods and services produced by government, each child can be assigned to draw two pictures, one showing a good or service provided by government for the neighborhood, and another showing what would happen if this good or service were not provided. The teacher can collect the pictures, keeping those of goods and services in one pile and those of the neighborhood without the goods and services in another pile. The two piles can be shuffled and the class can match the goods and services with the situation that would result if they were not provided. Afterward the class can use the pictures to prepare a display titled "Government Produces Important Goods and Services for Our Neighborhood."

6. To discover how a neighborhood would suffer if there were no taxes, the children can read the story "Claytown" on page 122 of the text. The story shows how difficult it would be to maintain good education for all if only those people who have children in school would pay for the costs of maintaining it. After reading the story, the class can discuss what would happen if only those who could afford private tutors or private schools could get an education.

7. To help the children understand the importance of the neighborhood as a political unit, the teacher can display a map showing the precincts of the city or county, and explain that these are special neighborhoods within which people vote for rule makers. It should be further explained that the entire country is divided into such neighborhoods and that the people within each neighborhood vote at a place set up there for that purpose. Such polling places can be set up in schools, church halls, a home, a garage—wherever there is enough room and people can get to them easily. It should also be brought out that whether they vote for rule makers for the city or town, for the state, or for the United States, people vote at these special polling places within their own neighborhood.

8. As a follow-up to Activity 7, the children can find out where their parents vote and report to the class. In all probability a number of precincts will be represented and the class can prepare a map showing the precinct outlines and the location of the polling places. It can be titled "Where Our Parents Vote."

9. If an election occurs during the school year, the children can visit the polling place with their parents. On their return to class they should describe what they have seen in stories and pictures. Their compositions should include such information as where their parents voted, the duties of the people who helped their parents to vote (the election board), what their parents did to cast their vote.

10. To help the children understand that the opposing candidates usually represent different ideas about what rules should be made and what goods and services government should produce, they can act out the following sequence.

    Two volunteers from the class should pretend that they want to become rule makers in the city or county. Each should give a little speech to the class, telling what he wants to do for the neighborhood if he is elected. One may promise lower taxes so that the families of the neighborhood will have more income that they can spend as they please. The other may promise a new playground near the school and newly paved streets. But he should also make it clear that while these mean a safe place to play and safer streets, they also cost money and taxes will be needed. The class can then discuss the ideas of the two candidates. The teacher should point out that both candidates think that they are doing what is good for the neighborhood, but have different ideas of what is good for the neighborhood. Two children picked at random from the class can support opposing candidates and debate with each other the question of which has the better ideas. (This should be kept informal; its purpose is to give the children firsthand experience in political discussion.) After the debate and class discussion the children should vote secretly and, after counting the ballots, announce the winner's name.

    After the election the class should also discuss what the results mean both for those who voted for the new rule maker and for those who voted for the losing candidate. (The winners must allow the losers to continue to express their ideas; the losers must obey the rules made by the new rule makers.)

11. To further the children's understanding of the political process, the teacher can read the story "The Voters' Choice" to the class. Afterward the class can discuss the following questions. What is an election? What is a candidate? Why is there more than one candidate? Why did Vicky and Susie's father exchange ideas with Mr. Sloan? Why was Mr. Sloan's candidate elected? (More people liked the ideas of Mr. Sloan's candidate. The people who believed in Mr. Sloan's candidate worked harder to convince others of their candidate's advantages, and so forth.) What did the neighbors who worked at the polling place do? How did the Millers find out who won? How did Father feel about losing?

    After the story has been read and discussed, the children might enjoy acting it out.

12. To help the children understand the important role volunteers play in choosing rule makers, the teacher can invite a parent who does volunteer political work to tell them why he or she thinks it is important to do such work. The guest might point out that it is important for people to be informed of the candidates' ideas and that volunteers help to spread this information. Or he might tell how volunteers help remind people to vote and in some cases even help them get to the polls. The guest may also mention that only when many people vote can we be sure that the election winner is really the choice of a majority of the people.

    After the talk the children can prepare a mural showing the many jobs that volunteers do during an election campaign. Such activities as telephoning, distributing leaflets, addressing envelopes, giving talks, painting posters, and serving on the precinct election board should be included. The mural can be titled "Many Volunteers Are Needed to Elect Our Rule Makers."

13. After having done some of the above activities, the class can prepare a series of pictures portraying the political process. The first pictures should show ideas for making the neighborhood better (a new playground, school, park, street lights, and so forth). Each of these could have a picture of a person attached to show that people have different ideas about making the neighborhood better. The second set of pictures should show groups of people with the same idea assembled around a candidate who is also for this idea. The third set is to show

people who are for one idea and candidate exchanging ideas with people who are for another idea and candidate. The fourth set should show people voting on election day. The fifth set of pictures can show the winning candidate promising to do the best job possible for *all* the people of the neighborhood. Finally a sixth set of pictures should show that the rules made by the elected rule makers must be obeyed by all—even those who think they could have made a better rule.

14. To gain an understanding of what zoning is, and of its purpose (to assure the best use of land for the whole community), the class can draw zoning maps of their classroom. The teacher should first prepare an outline map of the room for each child, showing the location of all the permanent fixtures such as doors, windows, closets, and sinks. Then he should discuss the activities of the children in the classroom, perhaps listing them on the board. These would include individual work at their desks, group work in reading and on art projects, entry and exit, taking off their coats, movement to and from their desks, and so on. After this discussion each child should divide his map into zones, indicating the areas he thinks can best be used when restricted to certain activities.

    Afterward the class can discuss the strengths and weaknesses of the zoning plans that were made. The discussion should center on such questions as where items of furniture such as the teacher's desk should be placed, and which areas are best suited for the various activities in which the class engages. Certain areas must of course be kept free of obstruction so that the children can move freely from one activity to another. The discussion should bring out that wise use of space will make the classroom a pleasanter place in which to learn.

    After the discussion of the classroom situation, the teacher can explain that much the same kind of zoning is carried out in cities and towns. Rules are made setting aside certain areas, called zones, for particular uses. Thus there are zones where only houses can be built, where there are stores and offices, where only factories are allowed, and some zones where various mixtures are allowed. The zoning rules protect the land use even if somebody wants to pay a very high price for the land to use it for a purpose that might hurt the neighborhood. The rule makers try to set up the zones so that neighborhoods are pleasanter places to live, shop, and work in.

15. To show the children how zoning works in their own community, the teacher can get a zoning map from the local zoning commissioner's office and help the children find their neighborhood on it. They can then discuss how zoning guides the use of land in their neighborhoods. They can also check their neighborhoods and see if there are any uses that are different from those allowed according to the map. If there are, they might speculate on why such variations exist. Some buildings might have been built before the zoning rules were made. Or special rules may have been made. These rules may allow businesses that serve neighborhood needs (groceries and drugstores and the like) in areas otherwise zoned for housing.

16. To give the children an idea of how zoning is decided in practice, the teacher can read the story "Mr. Lodge's Garage" to the class. Afterward the class can discuss the following questions: What kind of neighborhood did Mr. Plum live in? Were there many stores there? What was Mr. Lodge's plan? Why did people object to it? What were the advantages to Mr. Lodge in locating his business in that neighborhood? (It was far from competition, close to the main street with much traffic and many people who might be customers.) What will happen to the price of land where the garage is located? (It will go up, because it is now an income-producing property.) What will happen to the price of the buildings next to the filling station? (It will go down because many people do not want to live next to a filling station.) Who would pay more taxes to the city—Mr. Plum or Mr. Lodge? (Mr. Lodge, because he would have a new filling station that will bring him a higher income and make the property more valuable.) Would it be practical to use the higher taxes collected from Mr. Lodge to compensate the neighbors for the inconveniences and losses Mr. Lodge caused them? (Obviously, the government cannot take such responsibilities.) After discussing such questions, the class should try to reach a decision of its own on how it would have handled the request for new zoning.

17. As a follow-up on Activity 16, the class can write a letter to a local board member, summarizing the facts of the Lodge case and asking for an expert opinion on whether Mr. Lodge should be allowed to build his garage. The answer can be compared with the class's own decision.

18. To help the children understand how difficult it often is for a zoning board to make decisions regarding zoning changes, the teacher can have them perform the following skit: Five children should play the roles of zoning board members, and five others play businessmen who want to start businesses in a good neighborhood that is zoned for single-family houses only. The board has already allowed a drugstore, bakery, and barbershop to be located across from the school in the neighborhood. Each businessman appears before the board with his request. The first asks permission to tear down some houses he wants to buy and build a drive-in movie. The second asks permission to use two rooms in a house for a beauty shop. The third asks permission to tear down a house and build a barbershop. The fourth wants to buy land and build a large apartment building. The fifth wants to open a small stationery store next to the bakery across from the school. The children should prepare a description of their business. If possible, they might make drawings showing how their business would affect the appearance of the neighborhood.

The zoning board members should prepare questions concerning the effect of the proposals on the neighborhood, such as the following: Would traffic increase? Would the business be ugly? Would it be noisy? Would it be dirty or unpleasant? Would it disturb the school? Does the neighborhood need the business proposed? Would the business make the best use of the land for all the people?

In considering each case, the board should also interview other children playing the parts of a mother, a father, the school principal, business competitors, and a traffic expert. The board should then vote on each case. Afterward the rest of the children can discuss how they think the decisions should have been made. From the activity it should become clear that a variety of interests and factors must be considered in any zoning board decision.

19. The class can write to a local zoning official inquiring why zoning is necessary, how zoning rules are made, and what is done if someone does not follow the rules.

A similar letter can be written to the building inspector. On the basis of the information in the replies, the class can prepare a mural titled "Our Rule Makers Work for Us."

20. To bring out how government rules protect us all, the teacher can obtain a building-permit sign from the city building department. Such signs must be displayed wherever building or remodeling is being done. In order to get such a permit, one must agree to do the work according to the city's rules. The teacher should raise the questions: Why does one have to follow city rules when he works on his own house? Why cannot he build or remodel as he pleases? The discussion should bring out that one must follow rules to protect the safety and health of the family occupying the house, to protect future buyers, to protect the safety and health of the neighborhood, and to protect the value of other houses in the neighborhood.

21. To gain an understanding of the importance of rules in guiding neighborhood activities, the children can investigate the rules that regulate people's activities in their own neighborhood. To obtain detailed information the class can write to the office of the local legal authorities. (This may be the office of the city attorney or corporation counsel, or the district or state's attorney's office, depending on the locality.) The letter may ask specifically about rules regulating burning or other disposal of trash, installation and maintenance of sidewalks, traffic and parking, land uses and maintenance of property, changing the uses of property (converting one-family houses to apartments, and so forth), and also about rules banning discrimination in the renting or selling of housing.

On the basis of the reply (or on the basis of information the class has gathered from other sources), the children can draw pictures illustrating rules that regulate activity in their neighborhood. These can be bound into a booklet titled "Rules Help Us Live Together."

22. To acquaint the children with public housing as a government-provided service, the teacher can read the story "The Treasure Hunt" to the class. Afterward the class can discuss such questions as these: Who paid for the building where Robert John lives? Besides housing, what else did the government provide for the children who lived in the project? How does such government housing benefit everyone? (It helps to make the whole area a healthier place to live in by eliminating rundown buildings that are sources of disease and vermin.)

23. To help the children understand how political action in the neighborhood can lead to improvements, the teacher can have the following sociodrama acted out.

Act I: A father comes home from work and asks his little girl what happened during the day. The girl tells him that on the way home from school she was almost run over by an automobile. Her father remarks how dangerous it is to walk in the neighborhood because there are no sidewalks.

Act II: After dinner some neighbors pay a call. They have heard about the near-accident. They tell stories of many similar incidents. They agree that it would be much safer if the neighborhood had sidewalks. One of them notes, however, that most of the homeowners do not want to spend the money needed to put in sidewalks.

Act III: After the neighbors leave, the father and mother talk over the problem and decide to try to get signatures from people in the neighborhood so that they can tell the mayor that the people of the neighborhood want the city to put in sidewalks.

Act IV: The next day the mother goes from house to house collecting signatures. The neighbors' reactions vary. Some are happy to sign and thank the mother for her efforts. Others refuse because they have no children, or they don't want higher taxes, and so forth. But most people sign and the mother gets a great many signatures.

Act V: The mother takes the petition to the mayor and tells him that the neighborhood wants the city to put in sidewalks. The mayor says they will cost a great deal and the city might have to raise taxes. The mother tells him that the people in the neighborhood know that, but most of them still want the sidewalks. She shows him the petition with the many signatures. The mayor promises that since so many want the sidewalks, the city will put them in.

Act VI: The sidewalks are put in, and the children can walk around the neighborhood without being afraid of being run over.

After the playlet the class can discuss why the signatures were so important in getting action. (Until he was given the petition, the mayor may not have known that so many people wanted the walks, or that they felt strongly enough about it to go to the trouble of collecting the signatures. The neighborhood action brought the matter to his attention and convinced him that many of the people who elected him wanted him to do something about it.)

24. As a review of the lesson, the class can read "What Did We Learn?" on page 125 of the text. As each statement is read, it should be related to the picture that accompanies it and to material covered in class that relates to it. The children should be encouraged to give examples both from classwork and from their own experience that bear out the statements.

25. The following activities can be completed in the Activity Book.

a) 10A: "What Goods and Services Do Taxes Buy?" After completing the activity, the class can discuss that the items purchased with tax money could not have been purchased by individual families. They can also discuss the necessity for such purchases.

b) 10B: "What Do Your Parents Vote For?" After completing the activity, the class should discuss why certain decisions are properly private and others should be made by elected officials.

STORIES, POEMS, SONGS

Jimmy and the Fireman

by James Vorhees

Jimmy Malers was a very curious little boy. He wanted to know what everybody in the neighborhood did. Every day on his way home from school he stopped to watch people at work. Everyone said that if you wanted to know what kind of work anyone in the neighborhood did, just ask Jimmy Malers.

Jimmy knew that Mr. Corso, the barber, cut people's hair, and that Mr. Osborne, the grocer, sold food. He knew that Officer Miller, the policeman, directed traffic, and that Mr. Beeler, the druggist, sold things to make people well—that was besides selling ice-cream sodas and banana splits. And Mr. Davis, the dentist, fixed people's teeth so that they didn't ache, and Jimmy's teacher, Miss Tanzi, worked to help children learn so that they could be better citizens and workers.

But there was one person's work Jimmy wondered about. Mr. Farrell, the fireman, was a big puzzle to Jimmy. Whenever Jimmy went by the firehouse and looked in, he saw Chet, the fire station dog, and the big red trucks, and he saw Mr. Farrell sitting around with the other firemen, playing checkers or cards, or sometimes just talking.

Jimmy just couldn't understand it. He knew that the city owned the firehouse and paid the firemen. And he knew that the people in the neighborhood paid taxes so that the city would have money to pay the firemen. But why? The firemen didn't do any work unless there was a fire. Jimmy wondered why they were paid when there was no work for them to do.

Then one day as Jimmy was coming home, he saw a great crowd of people in his block. And there were the red trucks from the firehouse! All the firemen were there wearing long coats and big helmets. A house was on fire! It was his house!

His mother and little sister were standing on the sidewalk. Everybody was telling them not to worry because the firemen were there. But they still looked very worried and so did Jimmy.

Jimmy watched as the firemen pulled the long, heavy hoses from the trucks. They hooked them up to the fireplug and turned on the water. Two firemen held the big hose in such a way that the water went through the upstairs windows of Jimmy's house. Other firemen were spraying water on the roofs of the neighbors' houses.

"Why are they doing that?" asked Jimmy. "The other houses aren't on fire."

"They're keeping them wet so they won't catch fire from our house," said Mother. "Otherwise the fire might spread through the whole block or even farther."

Just then Jimmy's little sister, Donna, started to cry.

"It will be all right," said Jimmy. "Don't cry, Donna, the firemen will save our house."

"But Buddy is still inside!" cried Donna. "Buddy is still in the house!"

Buddy was Donna's new parakeet.

"Oh, my gosh!" said Jimmy. "I'll see if I can get him."

"Jimmy, come back here!" called Mother.

But Jimmy didn't hear as he ran toward the front door. There didn't seem to be much smoke at the front of the house, but Buddy's cage was back in the dining room.

"Hold on there, Jimmy."

Jimmy felt a hand on his shoulder. There was Mr. Farrell in his long black coat and big fire helmet.

"Where do you think you're going?"

"I'm going to get Buddy, Donna's parakeet. We can't leave him in there!"

"Well you can't go in, Jim. There's too much smoke. It isn't safe."

"But, but . . ." said Jimmy, trying to hold back his tears.

"Where's Buddy's cage?"

"Back in the dining room, next to the side window."

"You go back to your mother, and I'll see what I can do," said Mr. Farrell, and he ran into the house.

Jimmy went back and waited. Mr. Farrell was gone for what seemed a very long time. Jimmy was worried. But then Mr. Farrell came back out the front door. And he was carrying the bright yellow cage with Buddy inside.

"Oh, Mom!" cried Jimmy and Donna together. "Here comes Mr. Farrell. And look—he has Buddy!"

Mr. Farrell brought Buddy over to them. "Looks as though he got through all right," he said. But Mr. Farrell didn't look so well himself. His face was very white. He looked sick.

"Are you all right?" asked Jimmy.

"Oh, I'll be all right. I must have breathed in a little smoke in the hallway. But that won't bother an old smoke-eater like me," he said and dashed off to help the other firemen.

Then Jimmy saw his father. "Dad! Dad!" he called, "our house is burning!"

"I know, Son," said Mr. Malers. "They called me at work and I came right home. Thank goodness, your mother and sister are safe, and it even looks as if Buddy got out all right."

"Dad, it was Mr. Farrell who saved Buddy. There was a lot of smoke, but he got Buddy out."

"Mr. Farrell is a very brave man," said Mr. Malers. Then he smiled and put his arm around Mrs. Malers. "Our house will be a mess," he said, "but now that the firemen have the fire under control, it doesn't look as if it did so much damage after all. We were lucky that the firemen got here so quickly and did their job so well."

Jimmy couldn't have agreed more. Now he knew why the people in the neighborhood paid taxes to the city so that it could have firemen. It was so that they would always be ready in case of a fire like that at Jimmy's house.

After that, whenever Jimmy went past the firehouse and saw Mr. Farrell playing checkers or just sitting around, Jimmy said hello. He knew that Mr. Farrell was really a very hard worker. And more than that, Mr. Farrell was a hero.

The Voters' Choice

by Jeanne Stoner

Susie and Vicky came running into the kitchen. "Mommy! Mommy! Daddy and Mr. Sloan are mad at each other!"

Mrs. Miller looked out the kitchen window. Mr. Miller and Mr. Sloan, their next door neighbor, were standing at the back fence. They were waving their arms and talking so loud that Mrs. Miller could hear what they were saying.

"Why are they arguing, Mom?" asked Susie.

"Aren't Daddy and Mr. Sloan friends anymore?" asked Vicky.

Mother laughed. "Don't let it worry you, girls. Daddy and Mr. Sloan aren't angry with each other. They're just arguing about the election tomorrow."

"Why are they arguing about the election?" asked Susie.

Mother thought a moment. "Because elections are very important to everyone. This year we must elect a new President. Each voter in the country will vote for the man he thinks will do the best job for us. Your father is in favor of one man, but Mr. Sloan thinks the other man would be a better choice."

Vicky was still worried. "But they sound angry."

"They aren't really angry with each other, Vicky," said Mother. "People all over the country are trying to convince their friends and neighbors that the candidate they like is the best one. That's what Dad and Mr. Sloan are doing right now."

"Golly, exchanging ideas sure can get noisy," said Vicky.

"What is a can . . . candid . . . Mom?" asked Susie.

"A man who runs in an election is called a candidate, Susie. We voters have to choose between candidates."

"How do you find out what the candidates are like?" asked Susie.

"Well," said Mother, "you see Dad and me reading the newspaper every morning. And what do we do right after dinner every evening?"

"Watch the news!" said Vicky and Susie together.

"Right," said Mother. "We can find out a lot about the candidates by reading the newspapers or by listening to the radio or watching television. And many candidates visit cities and states all over the country to tell the people what their ideas are. Sometimes they speak over television and radio. And sometimes they even go on a program together and talk over their ideas so that everyone can hear and make up their minds about which candidate they want to vote for."

Just then the kitchen door opened. Mr. Sloan and Father stood in the door. Mr. Sloan had a small bundle of papers under his arm.

"Good evening, Mr. Sloan," said Mother. "Won't you come in and have some coffee?"

"Hello, Mrs. Miller," said Mr. Sloan. "I would like to stay awhile, but tomorrow is election day and I just wanted to give you a pamphlet. It's about the man I'd like to see become President."

"Mr. Sloan, you never give up," laughed Mother.

"Well," laughed Father, "we'll see tomorrow how much good these pamphlets did!"

"Yes," said Mr. Sloan, "I've got to go now, but I'll see you on election day. Goodnight, all."

"Goodnight, Mr. Sloan," said the Miller family.

"Now, children, run along and play. I have to get this cake in the oven, but I'll tell you what. You seem to be very interested in the election. There's no school tomorrow because of the election; why don't you come with me when I vote?"

"Oh, could we?" they said. "We'd love to!"

On election day Mother and the two girls walked to the place where Mother would vote. Why, it was their school! Many of their neighbors were going there to vote, too. And they saw Mr. Sloan just coming out.

"Hello, there, Mrs. Miller," said Mr. Sloan. "Are you bringing the children along to vote too?"

"No," she laughed. "I think they're a bit too young yet, but I wanted them to see how we choose our President."

Susie and Vicky were surprised to see some of their neighbors sitting behind a long table. "Mother, what are Mrs. Rubin, and

Mrs. Laffey, and Mr. Bodkins doing at that table?" asked Vicky.

"They're here to make sure that everyone who has a right to vote can vote . . . they make certain that everyone's vote is secret," said Mother.

"But . . . but they're only our neighbors!" said Susie.

"Yes, they are," said Mother. "But on election day they volunteer to work for our government. They make sure that all the votes are counted and that everything is done fairly."

"I didn't know our neighbors were so important in electing the President," said Vicky. "Is it that way in every neighborhood?"

"Yes," said Mother. "In every neighborhood across the whole country there are good neighbors who work hard so that we can elect our President."

"Gee!" said Susie.

That night the Miller family gathered around the television set to watch the voting results. Vicky and Susie got into their pajamas and bathrobes and sat down on the sofa to watch.

The television newsmen sounded very excited. They had big maps and many, many charts. A huge machine behind them kept blinking little lights on and off.

"You girls may fall asleep before we know who has been elected," said Father.

"Yes," said Mother, "it is usually very late before we know how everyone in the whole country voted."

"Oh, we won't go to sleep," said Susie.

"No," said Vicky with a yawn, "we want to find out who is going to be President. But why does it take so long to find out?"

"Because," said Father, "in every neighborhood all across the country people voted today, just like your mother and me. Now, the votes of millions of people from thousands of neighborhoods must all be counted before we can tell who is elected. See those numbers flashing on the big machine?"

Vicky and Susie nodded their heads.

"They show the votes that are coming in and being counted."

Susie and Vicky were very excited. They watched as the newsmen told about the votes of people from more and more neighborhoods across the country. They could never fall asleep. It was much too exciting.

"Vicky, Susie, wake up, dears!" said Mother. "Wake up, it's all over. We have a new President."

Vicky and Susie rubbed their eyes, yawning.

"Who won?" asked Susie.

"Who is the new President?" asked Vicky.

Mother said, "I'm afraid it's the man Mr. Sloan wanted."

"The man Daddy wanted didn't win," said Vicky. She was almost crying.

"That's right," said Father. "My candidate didn't win. C'mon girls, up to bed with you."

"But Daddy," said Vicky, "we didn't get the right President."

"What will happen?" asked Susie. "What will you do?"

"Don't you worry, girls," said Father. "People all over the country voted to decide which man should have the job. More people thought Mr. Sloan's candidate would be the better choice, so he was elected. And now he will become the President of all the people. And that is just the way it should be. Now hop into bed, you two, and out with the light. I think I'll call Mr. Sloan tomorrow."

"Are you going to exchange ideas with him again, Daddy?" asked Susie.

"No, Susie," Father laughed. "Maybe when the next election comes around. No, tomorrow I just want to congratulate him because his man won."

Mr. Lodge's Garage

by Leon Trachtman

Once upon a time there was a neighborhood. It was not very rich. It was not very poor. There were a few big houses. There were a few small houses. There were some pretty houses. There were some plain houses. A few were rather dirty. A few were very clean. But most of the houses in this neighborhood were in between.

On a corner in this neighborhood stood an old brick house. It was owned by Mr. Plum. It was one of the big houses with a big yard. But the house needed many repairs. Shutters were broken and windows cracked, and the yard was full of weeds.

One day Mr. Plum told his neighbor that he was going to sell the old brick house.

"It's old and big. Too big for me. I can't make all the repairs it needs. It's hard to pay the heating bills and keep the garden free of weeds."

Mr. Plum's neighbor told another neighbor of the plan to sell the house. And this neighbor told another neighbor. And the other neighbor told another neighbor, and neighbor told neighbor until everyone in the neighborhood knew. Most thought it was a good idea.

"Old Mr. Plum," they said, "has trouble keeping up his place. Maybe he'll sell to someone who will make it look all fresh and new."

But then came the news. Old Mr. Plum was going to sell his house to Mr. Lodge. And Mr. Lodge was going to build a filling station and garage.

Neighbor talked to neighbor. Everyone had something to say.

"He can't do that!" said one.

"It's against the law," said another.

"What will happen to *our* houses?" asked a third.

"What will happen to our quiet neighborhood?" asked the fourth.

And others talked:

"This neighborhood is not for business. The law says so."

"But the City Council can change the law."

"What a dirty trick!"

"But he *does* have a right to sell his own house to anybody."

"We've been such good neighbors to him."

"Think of the traffic."

"This will ruin our neighborhood!"

"Maybe not."

Some of his neighbors tried to talk Mr. Plum out of selling his house to Mr. Lodge. He told them that Mr. Lodge had offered a very good price for his house.

"I have to sell," he said, "because, after all, I'm rather poor. I'll gladly sell to anyone else who offers any more."

Then the neighbors tried to talk Mr. Lodge out of buying the house and building a filling station.

Mr. Lodge answered, "I'll build a fine garage. It will be bright and clean and new; you'll see. This neighborhood won't have to be ashamed of me."

The neighbor who said that the City Council could change the law was right.

Mr. Lodge had asked the City Council to change the law. Then he could build a garage where Mr. Plum's house now stood. The council would meet in one week to decide this change in the neighborhood's rules.

Many of the people in the neighborhood did not want the council to change the law. Mr. Plum's next-door neighbor wrote a letter to the City Council. It said:

> "The people of this neighborhood like it as it is. We don't want any changes made. We all like Mr. Lodge but we don't want his filling station and his garage. We don't believe it will be good to have it in this neighborhood."

Mr. Plum's neighbor signed the letter. He wanted to show that many people in the neighborhood felt as he did. He went from door to door all over the neighborhood. He asked people to sign their names to the letter too.

One neighbor said, "I'll gladly sign. A garage will bring lots of traffic, with nasty smoke and smells."

Another said, "Of course I'll sign! This house of mine won't be worth very much with a filling station down the street."

Another said, "With all the cars coming and going our children won't be safe on the way to school. I'll sign."

But some would not sign.

One said, "Oh, yes, I think you're right. But I *never* sign *anything*."

Another said, "I'm sorry, but I have been wanting to sell my house. If the law is changed, I can get a better price from a business that wants to buy it."

Another said, "Mr. Lodge is one of my closest friends. If I sign this, our friendship ends. I just can't sign."

The night of the council meeting came. Of seventy-five people who lived in the neighborhood, sixty signed the letter asking the council not to let the garage be built. Many of these people were at the meeting. So were Mr. Lodge and Mr. Plum.

The mayor stood up and rapped on the table. "This meeting will come to order. Is the whole council here? Mr. Arkwright? Mr. Baker? Mr. Carpenter? Mr. Draper? All present.

"We have been asked by Mr. Lodge to let him build a new filling station and garage. This means changing the law."

Mr. Plum's neighbor stood up. "Mr. Mayor, sixty people have signed this letter asking you not to change the law."

Mr. Lodge stood up. "Mr. Mayor, my filling station and garage can never harm this pleasant neighborhood. Why, I live here myself. We need more business in this town. If you and the council turn me down you'll clearly show that you don't want this town to grow."

The mayor turned to the council. "Members of the council: What do you say to this request? Which of these choices is the best?"

Mr. Arkwright thought.

Mr. Baker scratched his head.

Mr. Carpenter frowned.

Mr. Draper scowled.

Then they began to talk. And they talked and they talked. And then they decided. What did they do? Do you know? Can you guess?

The Treasure Hunt

by Grace Pamplona

Robert John Murphy sat down to eat with his mother, his father, and his twin baby sisters. His mother hummed a song as she put the food on the table.

She's happy here, thought Robert John. And so is Dad. He's smiling. Well, I'm not happy. I want to go back to the old neighborhood where all my friends are. He stared at his plate.

Robert John's family had just moved into a tall new apartment building. The building had just been finished the week before, and families had been busily moving in all week. Now the Murphys were eating their first supper in their new home, and Robert John decided that he wouldn't like the food because he didn't like the new apartment.

Mom dished out the stew and said, "Bill, Mrs. Zelner, the woman in the apartment across the hall, stopped in today. The Zelners moved in two days ago. We got to talking about our old neighborhoods. The Zelners lived on this block when the old neighborhood was still here. She said the houses were horrible."

"As bad as our old neighborhood was?" asked Dad.

"Um-hum, and maybe worse. When they heard the city was going to tear down the old buildings and put up new ones, the Zelners put their name on the list right away, just as we did. Mrs. Zelner is especially happy because she found out that there's a nursery in the building. She can leave her baby there while she's at work."

Dad helped himself to more stew. "I heard at work today that the city is going to build some more apartments like these over on Florence Avenue. Those buildings will rent at low prices too."

Robert John bowed his head and said very quietly, "I don't like it here at all."

Mom and Dad looked at him. The twins gurgled in their high chairs. "Why not, Son?" asked Dad. "It's a lot better than the old place."

"But I don't know anybody here. I don't have any friends."

"Why," said Mom, "we've only been here one day. There must be lots of boys and girls in our building and in the other buildings, too. You'll meet them soon, Robert John."

"I've got an idea," said Dad, getting up from the table. "Tomorrow is Saturday. How'd you like to go on a treasure hunt?"

Robert John's eyes sparkled with interest.

"Tell you what," said Dad. "I'll put the clues outside early in the morning. And you can make a sign inviting the children in the building to go on the hunt with you. We'll put your sign in the lobby downstairs, where everyone will see it."

"Oh, I'll make the sign right away," said Robert John excitedly.

"Why don't you ask the children to come here at eleven o'clock," said Dad. "Then you can pick up your first clue in our apartment and leave from here."

"O.K.," said Robert John. He carefully made a sign that said:

> TREASURE HUNT SATURDAY, 11:00. ALL BOYS AND GIRLS ARE WELCOME. COME TO APARTMENT 3C ON THE FIFTEENTH FLOOR. ROBERT JOHN MURPHY.

When he finished, he ran to the elevator. He taped his sign near the mailboxes in the lobby and hurried back up to his apartment.

"Hey, Dad," he asked, "what's the treasure going to be?"

Dad laughed. "That's a secret, Son. When you find it you'll know!"

That night Robert John fell asleep thinking of different places where his father might hide the treasure.

In the morning he dressed hurriedly and found his mother in the kitchen. "Where's Dad?" he asked.

"Can't tell," said Mom. "He'll be back in a little while."

Robert John ran to the window to look out. "Get away from there," said Mom, laughing. "That isn't fair. You might see him hiding a clue!"

Robert John was so excited he could hardly eat his breakfast. He thought eleven o'clock would never come, but of course it did.

And then the doorbell rang. A boy about Robert John's age came in with his little sister. They said their names were Frank and Betty. The doorbell rang again and again. Soon there were ten children in the Murphys' apartment. All were surprised to learn that there were other boys and girls living in the building.

Finally Dad said, "I think everyone is here. I'll give you the first clue." He took a piece of paper from his pocket. It was folded in half. Robert John read it aloud to the others:

"Down, down, look all around.
You'll find it there on the . . ."

"On the what?" asked Jerry, thinking hard.

"Maybe 'down, down' means we have to go down in the elevator," suggested Frank. "Down, down, look all around. You'll find it there on the . . ."

"Ground!" shouted Jack. "I'll bet it's on the ground right outside the building."

The children nearly fell over each other in their rush to get to the elevator. Outside, they scurried around the front of the building, looking for the clue. A neat row of little green bushes had been planted in front of the building. All eyes searched the bushes. Then Jerry called to the others. "I found it here, under this bush!"

He quickly unfolded the piece of paper as the others rushed to his side. "Read it, read it," said Beth, jumping up and down.

Jerry read,

"The next clue you will find
in a place where you can climb."

"Look," said Ben. "There's a park over there." He pointed to a park across from two of the new apartment buildings. "Gee, I didn't know there was a park so close. Maybe it's in one of the trees there."

Before he finished talking, the children started running toward the park. They dashed past a little wading pool, where small children were splashing merrily. Two women chatting on a park bench smiled as the group sped past them to a grove of trees. The children looked quickly from tree to tree.

"Hey!" shouted Tom. "There's a tree that would be great for climbing." He ran to it, and sure enough, there was a piece of paper stuck on a twig near the ground. "I've got it!" he shouted. He read the clue to the others:

"To and fro in the air goes a chair."

No one had an idea. Everyone stood quietly, thinking. "What chair goes to and fro in the air?" asked Beth.

"Wait a minute," said Jim. "A swing does. Look, there's a playground over there. I'll bet it's on one of the swings in the playground."

"Come on," said Robert John, and they ran across the park to the playground. They looked carefully at each swing. Then Jerry called, "Here it is, tucked on the chain." Almost out of breath from running, he read:

"You're very close. You'd better find it before
HE eats it."

"Eats it? He?" asked one of the boys.

"It must be something to eat," said another.

"There's no one in the playground but us," laughed Jack. "What does the clue mean?"

All of a sudden Tom started to laugh. "Why, the whale," he said. "It's probably inside the whale!"

Nearby was a big make-believe whale for children to play on. Small children could crawl in through the whale's mouth. "Come on, Ruth," said Tom. "You're the smallest. Crawl in and see if the treasure is inside."

"Maybe the whale has eaten the treasure already," said Robert John, grinning.

Ruth handed out a box to the others. Then, out came another box. Robert John opened them. Inside were two cakes with lots of gooey chocolate frosting on them.

"Chocolate cake!" cried Beth, who liked nothing better than chocolate cake. There was a note in one of the boxes. Robert John read it:

"Come on back to the Murphys' for ice cream
and cake."

Later, when the last of the good things had been eaten, and the boys and girls had gone back to their own apartments, Mom said, "Well, Robert John, do you think you made some new friends today?"

"Oh sure," said the boy. "And did you know that a park and playground are right down the street?"

Mom laughed. "Yes, Robert John. Dad put the clues there so that you and the others who have just moved in could explore our new neighborhood. The city put the park and playground here for the people who live in this housing project."

"I'm going to play baseball after school with a couple of the guys," said Robert John. "You know, I really like the new apartment!"

Mom smiled. "Here," she said, "finish up this last piece of cake."

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Filmstrips

Places We All Own. 48 frames, color, silent w/captions, $6. Encyclopaedia Britannica Films, 1956. How taxes provide schools, parks, streets, and so forth. Brings out need for care of public property.

Why Pay Taxes. 45 frames, silent w/captions, color, $6. McGraw-Hill, 1953. Explains various kinds of taxes and describes some local services that depend on tax money.

LESSON 11: How Neighborhoods Change

PURPOSE OF THE LESSON

1. To help the children understand that neighborhoods change because the use of land may change.
2. To help the children understand that neighborhoods may change because people move. As new families move in and old families move out of the neighborhood, the neighborhood families' needs, tastes, and relationship to other people in the neighborhood may change.
3. To help the children understand that neighborhoods change because of discoveries, inventions, and increasing use of machines (for example, the discovery of oil deposits, the invention of new building materials, and the production of larger earth-moving equipment).
4. To help the children understand that neighborhoods may change because of natural and other disasters. Floods, storms, earthquakes, and fires may destroy lives and property.
5. To help the children understand that discoveries and inventions, people moving, and disasters that may affect neighborhoods are beyond the control of the neighborhoods.
6. To help the children discover that these changes bring about other changes in the neighborhood.
   a) Buildings and the use of buildings may change.
   b) The relationship of families to each other may change.
7. To help the children discover that these changes in the neighborhood may be guided by volunteers (individuals and organizations) who work to make the neighborhood a better place in which to live.
8. To help the children discover that changes in the neighborhood may be guided by government rules. These rules tell how to use the land, how to change the use of the land, how to use the buildings, and how to change the use of buildings.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What do you think the Greendale neighborhood was like before houses were built there?
2. What was the main reason that Greendale had changed since Mr. Perry had left?
3. What were some of the changes caused by the construction of the television set factory?
4. How did the factory affect
   a) the use of farm land?
   b) streets and traffic?
   c) stores?
   d) the number of Greendale families and the demand for housing?
5. What new businesses did the factory attract?
6. What were the advantages and disadvantages that the factory brought to Greendale?

ACTIVITIES

1. To bring out that neighborhoods change, and the reasons for these changes, the class can maintain a picture chart depicting changes in their own neighborhood. The observations might include new families moving in; people moving out; traffic rules changed; streets widened; old buildings repaired; new schools, homes, and other buildings; new play areas; buildings torn down; and property damaged. The information on the chart can be converted into a mural entitled "Changes in Our Neighborhood." On completing this activity the class should figure out the causes of the changes. This should enable them to

discover the causes of neighborhood change that are listed on pages 135–37 of the text.

2. To find out how families moving in or out change the neighborhood, the class can invite the school principal to talk to them about their school's population in recent years. The class may ask him such questions as whether the number of families with school-age children in the neighborhood is increasing or decreasing, and how many children are moving in or out during their school years.

   After the visit the class can prepare a pictorial display showing these changes. They can discuss how the changes in the number of families may have affected the size of the school and playground, the use of land for housing, or the use of existing houses.

3. To help the children understand the great changes that take place in a neighborhood, the teacher may bring to class a long-time resident of the school neighborhood. The visitor should explain how the neighborhood looked long ago and how the people lived then. Local historical societies, real estate firms, and newspapers may provide photographs showing changes and the causes of change—for example, the change from horse and buggy to automobile, from small to high-rise buildings, and changes caused by fires, floods, and so forth.

4. To learn how the invention of new machines can change neighborhoods, the class can study the picture of the Adams Mill on page 128 of the text. They should review the story of Littleton in Lesson 2. Discussion should point out that the invention of new and better machines caused the old mill to close down. The class should then discuss how this affected the livelihood of almost all the families in Littleton.

5. To explore further the effects of the change discussed in Activity 4, the class can study the picture "Small-Town Neighborhoods" on page 22 of the text. The children should note that the expressway in the picture's background was built to accommodate increasing automobile traffic. It also brought fundamental changes to the town: travelers bypassed the town, and many Littleton people shopped and found jobs in other communities. The class may prepare a simulated television documentary program about this situation. One child can represent a television reporter. He would introduce the program by describing where he is and defining the town's problem. He can then interview local residents, such as a store owner, the mayor, a tourist-home operator, and the grandson of the millowner. The reporter should evaluate the residents' degree of confidence in the future and express this in his closing statement.

6. To understand better how the moving of families from one neighborhood to another may change a neighborhood, the class should study the picture of the Tate family moving in, on page 129 of the text. They should review the story of the Tates' new neighborhood in Lesson 3. After the story has been reviewed, the class can discuss how Mr. Tate's relationship with Mr. Rodriguez and his friends affected the neighborhood. (The Tates became good friends of their neighbors, and all of them cleaned up the neighborhood together.)

7. To follow up Activity 6 in a local context, the children may ask their parents and other adults what is being done to develop good relationships among people in their neighborhood, and what families do to make new neighbors feel welcome in the neighborhood.

8. To gain an understanding of how new machines and increasing use of machines (technology) may promote the development of new neighborhoods, the class can review the history of Rockbrook in Lesson 4. Studying the picture "Suburban Neighborhoods" on page 42 should remind the class that land which was once farms has become a new neighborhood. The suburban neighborhood grew because job opportunities in the city grew, and automobiles and modern highways made it easy for people to get to and from the city.

   The children can speculate on how the development of neighborhoods in the city can be affected by the development of new neighborhoods outside the city. What would have happened to the city neighborhoods if people had not had automobiles and good highways? (City neighborhoods would have been more densely populated; instead of deserting old neighborhoods, people would have continued to live there and would probably have been more concerned about keeping the neighborhood in good condition.)

9. To learn how newer developments in technology have altered the pattern of change made by earlier developments, the class can analyze the role of railroads in creating new neighborhoods. They should review the differences between the old suburban neighborhoods, which grew around railroads, and the new suburban neighborhoods, which have grown because of automobiles. (The older neighborhoods, which grew because of railroads, were built in a series along lines radiating from the central city, and were clustered around the railroad stations. The new suburban neighborhoods have grown near expressways and freeways and may sprawl all around the edges of the city. To demonstrate the various patterns more vividly, the teacher may show maps of metropolitan areas. The children may also observe these patterns through train or automobile rides.

10. To understand better how inventions change neighborhoods, the class can review Lessons 2, 3, 4, 5, and 6 and study the introductory picture for each lesson. The children can then construct a mural titled "Inventions That Have Changed Neighborhoods."

11. To discover how the increasing use of the automobile has changed neighborhoods, the children can read the story "How the Motor Brought Change" on page 132 of the text. The class could then reconstruct the story on a roller movie, in a comic-strip sequence, or in the form of a mural. The mural could have a motor in its center with lines going out to drawings of changes it has brought about.

12. To help the children understand how discoveries can change the use of land and alter the character of a neighborhood, the teacher can read the story "A New Harvest" to the class. The class can discuss the following questions: Why was Mr. Emery willing to let the oil company cut down some of his trees? Why wasn't the company willing to pay more for the right to drill on his land? What changes happened to the town after oil was found? Why? What further change was Mr. Emery thinking about after seeing the town grow so rapidly? How would these changes affect the neighborhood? How would these changes affect Dennis' life?

    The children can then make a series of drawings showing how the oil changed Mr. Emery's farm neighborhood and the whole town. The chain reaction can be dramatized, with the children acting out various occupational changes, income changes, and families moving.

13. To discover how changing use of machines and increasing use of machines (technology), and changes in housing design affect neighborhoods, the class can review Lesson 6, "Houses in the Neighborhood." A study of the photographs on pages 72 and 73 should show that new housing designs and new methods of production have entirely changed the appearance of many neighborhoods. The class can also discuss the story of Walter Gropius as an example of how new methods of production make it easier to build new neighborhoods. If examples of old and new neighborhoods are easily accessible, the class might take a trip to each. Afterward they could discuss the differences in house and street design in the two neighborhoods.

14. To discover how technology (the use of new machines and the increasing use of machines) has changed rural neighborhoods, the class can review the story of Dale Grayson and Carl Vargas in Lesson 5. The class should discuss why the neighborhood changed, why Dale Grayson moved to town, and how the increasing size of farms affected Carl Vargas' contact with other neighbors. The children can dramatize the important personal decisions that the Grayson family had to face when considering leaving the farm and moving to town. The dramatization could be in the form of a playlet or a puppet show.

15. To show that families in their own neighborhood are moving in and out, the class can prepare a survey. They can question a number of classes in the school to determine how many children's parents have moved in within one year, two years, and three years. The class can find out from the school office how many children have left the school during the same period. Using this information, the children can speculate on why families move into and leave neighborhoods (changes in parents' income, tastes, needs, and job locations) and how this turnover affects neighborly relations.

16. To see how volunteer groups may guide neighborhood changes, the class can review the story of Lillian Wald and the Henry Street Settlement in Lesson 9. The class can then discuss what

changes the Henry Street Settlement House brought to its neighborhood, and how these changes affected the people in the neighborhood.

17. To examine the ideas of Activity 16 further, the class can invite a representative of a local neighborhood improvement association to discuss its program. He might explain how it is trying to conserve the old neighborhood by encouraging people to keep up their property, or how it is trying to establish some needed changes in the neighborhood, and how it attempts to promote friendly relations among the people in the neighborhood. The class can also write to a nearby settlement house for this information.

18. To summarize Activities 16 and 17, the class can discuss the ways in which volunteers help changing neighborhoods. The children can then write original stories on the subject "Volunteers Help to Keep Neighborhoods Pleasant."

19. To understand how government rules guide changes in the neighborhood, the children should review Lesson 10. They can review and reenact some of the activities in that lesson that are related to zoning and other land-use laws.

20. To gain an understanding of how good or poor services by government agencies can create changes in neighborhoods, the class can be divided into committees, with each committee representing a city service department (for example, water, sanitation, traffic). Each department is to prepare a report, with pictures and maps, on what it will do to improve the neighborhood. The reports may deal with such problems as neighborhood cleanliness, heavy traffic, street lighting, unshaded parks, and so forth. After the reports the class should discuss what these changes would mean for the health, beauty, and safety of the neighborhood.

21. To discover some of the causes of neighborhood changes, the class should study "Let's Take a Trip" on page 130 of the text. One picture shows a high-rise apartment building in a neighborhood that formerly consisted of single-family houses. The class should discuss why the small homes have been torn down for the building of big apartment houses. (As more people come to the city, the land becomes more valuable. Competition for the use of the land becomes so great that the people who own small homes cannot resist selling to people who want to build big apartment houses.) The children can report examples in their own community of homes being torn down to make room for big buildings, or of homes becoming multiple-family dwellings or business quarters. The pictures of an elegant city neighborhood of seventy-five years ago and the same neighborhood today show how homes in a neighborhood have been replaced by factories. The class may discuss possible reasons for such changes. (These houses were once expensive homes. Then transportation became better from the outskirts of the city to its center, and the people who lived in these houses wanted more space, newer houses, and more modern equipment. Perhaps noisy, smoky factories were built nearby, making these houses less desirable. The house owners found that they could get more income by selling the houses to people who wanted to build factories there than they could get by renting the houses.)

Discussion of the picture showing how a landslide has caused terrific damage should bring out the fact that there are many disasters over which the people of a neighborhood have very little control. The class may collect clippings from newspapers and magazines showing how other such disasters have affected neighborhoods.

The pictures showing a crowded city neighborhood many years ago and the same neighborhood today should help the children observe that neighborhoods change as some families move out and new families move in. These pictures show how immigrant families settled close together. As their income increased and they learned our language, they moved away to new neighborhoods. Other families have moved into the old neighborhood, hoping that one day they too will move to new neighborhoods.

The picture of the farmer and the oil derrick shows how discovery of new resources (oil in this case) can bring about changes in the use of the land. The class can use this photograph for the setting of the story "The New Harvest."

In the aerial view of a new suburban neighborhood the children can see how the use of farmland for houses changes the neighborhood. They can speculate about what may soon happen to the remaining farmland nearby.

The picture of a superhighway being built through a heavily populated part of a city shows that much land must be cleared for such construction. Although the city as a whole will benefit from the highway, the city had to destroy many houses and neighborhoods. The children should realize that many families have had to move from houses that were torn down, leaving old neighbors behind.

22. To help summarize the points made in Activity 21, the teacher can write on slips of paper the following general statements, each of which summarizes a photograph or pair of photographs:

    a) Building apartment houses causes changes in neighborhoods.

    b) New factories cause changes in neighborhoods.

    c) Disasters cause changes in neighborhoods.

    d) People moving in and out can cause changes in neighborhoods.

    e) Finding new uses for land (such as oil wells) causes changes in neighborhoods.

    f) New houses can cause changes in neighborhoods.

    g) New roads can cause changes in neighborhoods.

    The children should be divided into teams, and each team given a slip of paper. Each team will act out what is written on its paper, with the rest of the class trying to guess what generalization about changing neighborhoods is being stated.

23. As a review of the lesson, the class can read "What Did We Learn?" on page 135 of the text. As each statement is read, it should be related to the picture that accompanies it and to material covered in class that relates to it. The children should give additional examples bearing out these statements.

24. The following activity can be completed in the Activity Book.

    11: "Why Do Neighborhoods Change?" The teacher should go over the words at the bottom of the page with the class to be sure that they are understood. After completing the activity, the children may suggest examples from the lesson, or from their own experience, of changing neighborhoods.

STORIES, POEMS, SONGS

A New Harvest

by William Rintoul

Dennis watched the yellow ribbon of dust rise behind the car coming down the road toward the peach orchard. "Dad, someone's coming," he shouted as the car pulled to a stop.

"Mr. Emery?" asked the stranger, getting out of his car.

"Yes, I'm Emery," said Dennis' father.

"My name is Teal. I'm with the Western Oil Company. I'd like to talk to you about renting your land to look for oil."

"Oil?" Mr. Emery smiled. "In this part of California?"

"We'd like to a drill a well to see," said Mr. Teal, looking around at the orchard. "If we can rent enough of your land," he went on, "we'd like to give it a try. We understand you own twenty acres of land here. Now, if you'd like to work with us, we'll pay you two hundred dollars to rent your land. And if we find oil, we'll pay you a share of the money we earn from it."

Dennis was excited. He wondered whether his father would use some of that two hundred dollars to buy him a bicycle.

But his father looked serious. He put his hands in his pockets and stared down at the ground. "What about my peach trees?" he asked.

"We won't need more than about half an acre of land to do the actual drilling," answered Mr. Teal. "And we're willing to pay a hundred and fifty dollars each for any trees we have to clear away. Look at it this way: You'll be able to grow almost as many peaches as before, and you may get a whole new harvest—oil!"

Mr. Emery frowned. "If you're so sure there's oil on my land, why can't you pay more than two hundred dollars to rent it?"

Now it was Mr. Teal's turn to look very serious. "A few years ago," he said, "another company drilled three wells close by here. Not a one of them struck oil. So we aren't all that sure there is oil on your land. We just think there might be, and there's only one way to find out: we have to drill a well, and that costs thousands of dollars. We can't pay you any more because we can't risk too much money here."

Dennis didn't understand. If those others had drilled wells and didn't find any oil, why did Mr. Teal's company want to drill another? But Mr. Teal kept on talking, and pretty soon Dennis had the answer.

"Our geologist," said Mr. Teal, "tells us there's a good chance the other wells weren't drilled in the right place. He's put together all the clues—all the things he could find out about the earth here and the other wells. He's studied the land and he thinks there might be oil right here. If he's right, it can mean good profits for you as well as for the company."

Dennis' father stopped frowning. Then he smiled. "All right," he said, "let's try for that new harvest."

Dennis wondered about the geologist. Clues, he thought. Maybe a geologist was something like a detective.

The peaches were still too green to be eaten when the bulldozer came into the orchard. It went right to work knocking down and clearing away the trees on the half acre where the drilling was going to be done. Dennis didn't want to watch the bulldozer. He thought of all the time it took for the trees to grow and all the care his father had given them.

But little by little he forgot about the missing trees. There were so many exciting things to see and watch! One morning a parade of trucks drove up, bringing all sorts of equipment. Before the sun set, the oil workers had raised the drilling mast, a tall tower of steel that rose high above the peach trees.

That night Dennis heard the clang of metal striking metal. He jumped out of bed and ran to the window. The drilling rig was ablaze with lights. The search for oil had begun!

Dennis was up early the next day to watch the men at the well. One of them—a very tall man—walked over to Dennis. "Are you the Emery boy?" he asked, smiling.

"Yes," said Dennis. "Who are you?"

"I'm Mr. Salerno, the geologist who thinks there might be oil on your father's land."

Hmmm, thought Dennis, he looks more like a basketball player than a detective. But I'll ask him. "Mr. Salerno, is a geologist a detective?"

Mr. Salerno grinned. "Well, you might say I'm a kind of detective, Dennis. I look for clues in the land—clues that sometimes add up to a kind of hunch. And I've got a pretty good hunch that there's oil here, so we're taking a chance."

Days and weeks went by and Dennis watched as the drill bit deeper and deeper into the ground. Mr. Salerno told Dennis that the well was six thousand feet deep. That was more than a mile!

Then one day when the peaches were almost ripe, Dennis heard a loud roar like the sound of a train rushing past. A misty cloud shot from the well and a stream of liquid sprayed out, staining the earth a light brown.

Everyone seemed to go crazy. The men shouted and jumped and threw their yellow safety helmets into the air. "She's in!" they yelled. "Look at her come!" They had struck oil!

It was on a Saturday morning some months later that Dennis and his father started to town on the new highway. Dennis could hardly believe the change he saw everywhere. The highway had been paved almost as soon as the oil had been found. There was a drilling rig in their neighbor's field—the Western Oil Company was drilling there too. And in the distance Dennis could see the tops of three other rigs.

As they passed a tank truck carrying oil to a refinery, Mr. Emery pointed to a field where a big building was going up. "Who ever thought there'd be an oil company office in Joe Bloom's corn patch?" he said.

Closer to town they drove past land where hundreds of new houses were being built. And on First Street they drove past the new Discovery Shopping Center. So many things have been built since the oil was found, thought Dennis.

Finally Mr. Emery pulled up in front of Greeb's Mercantile Store. Mr. Greeb was sweeping the new sidewalk in front.

"Morning, Jim!" he called. "Hi, Dennis!" He looked mischievously at Mr. Emery. "You going to give up growing peaches and go into the oil business?" he asked.

Mr. Emery laughed. "If the builders who want my land for new houses keep making such good offers, I may sell it to them. Then I could move to town and maybe open a store."

"Good luck to you, so long as it isn't one like mine," said Mr. Greeb. Then he asked, "Going to the meeting tonight?"

"About the new high school?" asked Mr. Emery.

"Yes. I think it should be built at the edge of town—out where there'll be room to expand." He looked at Dennis. "We'll need lots of room to train our future oil men."

Dennis thought of Mr. Salerno, the man who looked for clues to where oil might be found. He thought he'd like to be a geologist when he grew up. Then he could learn about the earth, and the kinds of things that were deep down in the ground.

Suddenly Mr. Greeb looked very businesslike. "Guess I know why you're here," he said. "Come with me."

Dennis followed his father and Mr. Greeb through the store to the back room. Mr. Greeb led them past some cardboard boxes. And there behind the boxes was a bright red bicycle. Dennis looked from the bike to his father and back to the bike again.

Mr. Emery nodded. "Thanks to the new harvest, Dennis, it's yours!"

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LESSON 12: Neighborhood Planning

PURPOSE OF THE LESSON

1. To bring out that people want to be free to choose a neighborhood and to live in it as they please.
2. To help the children understand that if the people of a neighborhood live as they please and use the land and buildings as they please, they may benefit, but they may also unknowingly hurt other people. The harm they might cause others might be greater than the good they receive.
3. To help the children understand that to build a safe, beautiful, and happy neighborhood, the use of land must be regulated as to the kinds of houses that may be built, how they may be built, the kinds of businesses that may be established, where schools, churches, parks, and playgrounds may be built, and where streets are to be located and how they may be used.
4. To help the children understand that land use must also be regulated to assure a safe water and sanitation system, and to provide for gas, electricity, and other utility systems.
5. To show that sometimes the price alone decides how land will be used. The result may be good for both the individual and the neighborhood at large. But if the land use decided by price benefits only the individual, and not the neighborhood at large, people may plan together how the land should be used.
6. To bring out that plans must look ahead to changes that affect the neighborhood: changes in the number and size of the families who live there and in their income and tastes, and changes caused by discoveries and inventions.
7. To show that plans must look ahead to prevent the deterioration of streets, houses, and other buildings.
8. To help the children understand that plans are made by specialists who have to know what the neighborhood has, what its people want, how much it will cost to do what the people want, and how to look ahead for changes.
9. To help the children discover that it is harder to plan for an old neighborhood than for a new one. Once land has been used for buildings and streets, it is hard to change to a different use.
10. To help the children see that the cost of a neighborhood plan must be weighed against the benefits it will bring.
11. To bring out that if a businessman builds a neighborhood for profit, he may plan for safety, beauty, and health. In this case the house buyer pays not only the cost of the house but also the cost of providing for the safety, beauty, and health of the neighborhood (for example, sidewalks, playgrounds, community center, swimming pool).
12. To bring out that if government plans a neighborhood, the cost of providing for safety, beauty, and health is paid from taxes.
13. To help the children understand that government planning for a neighborhood must consider the wishes of the people.
14. To show that if people know what the plans for a neighborhood are, they can make their own plans better.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What mistakes did Mr. and Mrs. Foolish make in building the doghouse? (They did not look ahead and figure out how big their dog would be; they did not think about the materials they would need; and they did not find out how to build a doghouse.)
2. What was their excuse for their mistakes? (They said they had no time to think things over, but they would have saved both time and money if they had taken time to plan.)
3. If Mr. and Mrs. Foolish had planned carefully, what would they have done? (First they would have looked ahead to consider the change in their dog's size; then they would have drawn

up plans for the doghouse; and finally they would have bought the right quantity of material.)

4. What kind of new factory did Valleyville hope to get? (An aluminum factory.)
5. Why did the businessmen want a new factory in Valleyville?
6. How would the new factory help the people of Valleyville?
7. What were the people of Valleyville afraid of? (The new factory might cause housing and traffic problems, overcrowd the schools, and ruin the swimming and fishing.)
8. What did the people of Valleyville do to prevent these things from happening? (They looked ahead and made plans.)
9. What plans did they make? (The town council decided where the new factory could be located so that it would be good for both the town and the factory. They hired a specialist to look ahead and figure out what changes the factory would bring to town.)
10. Why did they need to know the changes the factory would bring? (If people knew the changes, they could figure out how to prepare for them and decide whether the benefits from these preparations would be worth what they cost.)

ACTIVITIES

1. To gain an understanding of why the town of Valleyville told the factory owner just which land he could use to build his factory on, the children can act out the following sequence: One child can play the factory owner who comes to meet two leading businessmen and the mayor of the town and talks over with them the possibilities of building the factory in the town. They should first study the picture (on page 138 of the text), and then discuss where the factory should be built. They should consider various sites. Should it be built on the hillside near the dam? (No. It would be expensive to level the land.) Should the factory be built next to the lake? (No. Even if this would be good for the factory and the owner would pay a high price for the land, the mayor should not let it be built there, because it would ruin the Valleyville recreation area.) Should the factory be built across the river from the town? (Here the four should argue back and forth: the land is flat and near the road, electric lines, and water, and this is good. But the mayor should object that the factory would use up good farmland and dirty the river water near the town, and that the town would have to spend money to build a new bridge. These things would badly hurt the whole community. It would be better for the town to grow from north to south, rather than from east to west across the river.) After various locations are discussed, the mayor suggests the space circled in black. Here the sequence ends. The class should figure out why the mayor chose this spot. Why is it good for the factory? Why is it good for the town?

2. To discover what makes land attractive to a businessman as a factory site, the children can study the land inside the black circle on the picture of Valleyville. The children should see that the land is flat and near a water supply. It is near big roads and the railroad. Electric power can be obtained nearby. To dramatize the importance of the proper choice of land, the teacher can have six children carry separate signs reading FLATLAND, WATER SUPPLY, ELECTRICITY, GOOD ROADS, RAILROAD, and GOOD SEWERS. Each of the six children should come to the front of the class and explain why the item listed on his sign is important for a factory. They should all remain at the front of the class so that all the items can be seen together.

   As a follow-up, the class can prepare a mural entitled "Factories Must Choose Land Carefully." The individual pictures can carry the following captions: "The Land Should Be Flat"; "The Land Should Have Water"; "The Land Should Have Electricity"; "The Land Should Have Good Roads"; "The Land Should Have Railroads"; "The Land Should Have Good Sewers."

3. To gain an understanding of why a community wants certain land to be used as a factory site, the children can study the picture of Valleyville and speculate on why the land encircled in black is the best choice for the town as a whole. The discussion should bring out the following points: It is away from the town, so that the factory wastes will not dirty the town's water.

The recreational area around the lake above the dam will be protected. There is enough land nearby for new houses for the workers who will come to Valleyville to work in the factory. Finally, the land is not as well suited to other uses.

4. To gain an idea of why planning is important and of the many things that must be considered in making up a plan, the children can again study the picture of Valleyville and discuss the changes and problems the new factory will bring to the town. The following questions are among those that must be considered: Since the new factory will bring more families to town, will there be land available for new houses? Which land would be best suited for this purpose? Will the school be large enough for all the children who will move to the town? Will the town have enough water, gas, and electric and telephone lines to supply both the factory and the new families? Will the town have to put in new sewer pipes to carry wastes away from the factory and new houses? How will the town plan for the increase in traffic that will come when all the workers are going back and forth to the factory? Will they need parking space for the workers' cars? Will there be space for the heavy trucks that will bring in materials and take away the factory's goods? Finally, what other factories will the aluminum factory attract to the town and what problems will they bring?

   After discussing the changes that may come, the class can write a playlet entitled "The Town Council Looks Ahead for Change." A master of ceremonies could set the stage by explaining that the town council has just received the news that a businessman has decided to build a factory in town. The playlet should then show how the town council looks ahead and makes plans to keep the town healthy, and attractive. Perhaps different people could come to the council to make sure that the things they consider important are included in the plans.

5. To help the children understand the importance of looking ahead and making plans, the teacher can read them the story "A Good Plan." Afterward the class can discuss why Doug's father was taking the time to look ahead and plan for the new school. (Because the school board discovered that in five years Hickory Grove, Romney, Mulberry, and Buck Creek would have many more children than they do today. Also, they know that the children must have a better education than they are now getting. But each town by itself could not afford the increased number of teachers and better equipment needed to provide this better education.)

6. After the story and discussion in Activity 5, the class can act out a sociodrama along the following lines.

   Act I: Four children play the mayors of the four little towns. Each collects taxes (play money) from a small number of families (other pupils). And each builds a small school with limited equipment and only one teacher. (The mayors can use cutouts to show what their taxes can pay for.)

   Act II: This begins like the first act, but after the four towns have collected the taxes, the mayors put the money together and build a big school with good equipment and four teachers who can teach science, social studies, languages, physical education, and so forth.

   Afterward the class should discuss why the four towns together could afford a better school than each town separately.

7. To help the children see what can happen if a neighborhood does not look ahead, the teacher can read them the story "A Bad Plan." Afterward the class should discuss the following questions: Have you ever seen houses torn down? Is it a waste to tear down good houses? Will other houses have to be built for the people who live there? Is this a waste of labor, material, and tools? Why was a brand-new neighborhood torn down? Why had people built houses on land that was later used to build a road leading to the bridge? Did the city save by delaying in buying the land? (No. It had to pay more for the land later, and also had to buy the houses and tear them down.) If the city had planned correctly, what would it have done about the land? (It would have bought it when the bridge was first planned and the land was still just a big field.) Would it have helped if someone had bought the land and kept it in the hope that the price would go up, and then sold it later to the city at a higher price? (Yes. The owner would have benefited by earning a profit, and the city would have benefited because the profit earned by the owner would have been less than the added cost of buying and tearing down the houses.)

8. To help the children discover that much knowledge is necessary to plan a neighborhood, the teacher can read them the story "Seven Neighborhoods Make a Town." Afterward the class can prepare a mobile demonstrating that many, many elements are needed to produce a safe, comfortable, and healthy neighborhood. The long arm of the mobile should carry one large sign reading A HAPPY NEIGHBORHOOD. This can be balanced on the short arm of the mobile by small pictures or signs representing land, homes, parks, playgrounds, stores, schools, churches, streets and roads, footpaths, workplaces, community center, and so forth.

9. To gain an understanding of how the many specialists go about planning a neighborhood, the class can study "Let's Take a Trip" on page 140 of the text. The children should pretend that they are the planners of a town like Reston. They have to think about many questions before they can begin to design the town and its neighborhoods. Some of the questions they must ask themselves are these: For whom do we want to build the town and neighborhoods? (Young and old, single and married people, office and factory workers, people with high incomes and people with incomes that are not so high.) How big should each neighborhood be? (Small enough so that people can walk and get to know each other, big enough to support stores.) Where should the neighborhoods be built? How much land should be used for houses? How much land for roads? How much land should be kept green? How much should be used for factories and offices? How should the neighborhoods be connected with each other? How can the footpaths be built so that people can walk to playgrounds, stores, and friends' homes without crossing heavy traffic? What different kinds of houses should be built? (Houses for single families, for a few families, and for many families.) How should sick people be taken care of? What kinds of places should be built for play? (There should be places for children of different ages, for teenagers, and for grownups.) How big should the school be to take care of the children who will live there as the families grow? Who should make the rules for the town and its neighborhoods? Will the families' tastes and incomes change? How can these changes be planned so that families do not need to move away? As the questions are raised, the class can also discuss why it is important to ask such questions and to find answers.

10. To review the principle that what people buy depends on price, income, and taste, the children can prepare two identical model houses, or two pictures of identical houses. One house should be surrounded by other houses all with very small yards, the other by green countryside and trees. The teacher gives two price tags to the children, one for $15,000 and the other for $20,000, and the children should place each tag on the house where they think it belongs. To make sure that their judgment is based simply on the neighborhood features surrounding the houses, the teacher can inform the children that everything else about the location of the houses is the same, that is, they are the same distance from the city, and so forth.

    After it has been decided which house should be more expensive and the tags placed, the teacher can distribute ballots with the prices marked on them and the children can vote on which of the houses they would rather buy. (The children should pretend that they all have the same income.) After tallying the result, the class should discuss why some children were willing to pay a higher price for a house of the same size. The discussion should bring out that when houses and their surroundings are planned to meet people's tastes, they are more desirable and people are willing to pay more for them.

11. To bring out how important it is for a neighborhood to think ahead so that it can make plans for changes, the class can perform the following exercise: The teacher asks the children to pretend that the classroom is a neighborhood. Each desk represents a home, and each child a family. At the center of the classroom a group of desks can be designated as a school and stores. The children whose desks are used for this purpose should leave their desks and go to the front of the classroom to represent families newly arrived in the neighborhood. The teacher asks what changes the newly arrived families will bring to the neighborhood, and lists them on the blackboard. Among the changes that may be noted are these: greater demand for houses, which may lead to higher prices or rents; more automobile traffic; more children in the school; greater demand for goods and services in the neighborhood stores and offices. If the neighborhood has not looked ahead, it will have problems: there may be traffic jams, overcrowding in housing and in the school, and so on.

    After determining the changes that will be caused by the arrival of the new families and the problems these changes may bring, the class can discuss the possible reasons so many new families want to live there. (General increase in the population of the whole area; new industry nearby bringing in workers' families; attractiveness of the neighborhood.) The final question then is: Could these reasons have been seen ahead of time so that the neighborhood could have planned to prevent traffic jams, overcrowding, and so forth?

12. To demonstrate how the price of land sometimes governs its use so as to benefit everyone, the class can act out the following sequence: The classroom is taken to represent a town, and each desk represents a block. A desk at the center of the room is designated the town hall or courthouse and nearby desks are designated stores. One child pretends that he is looking for land where he can build a new store. The class should discuss where he will probably look for a site—near the courthouse or around the outskirts—and why he is more likely to look there. (He will probably want to build his store near the courthouse, because many people go to work in the center of town every day and because there are already many stores there that attract shoppers to that part of town. Stores help to bring customers to each other.)

    The class can then discuss where land will be higher-priced—in the center or on the edge of town. (In the center, because most of the businesses want to be there and are willing to pay a higher price.)

    Now one child can pretend to be looking for a site for a home. Which site will he choose—one in the center, where the price of land is high, or one on the outskirts, where the price may be only half as much? The child will probably choose a site on the outskirts. The class should discuss the reasons for the choice—the center is high-priced and crowded. This discussion should bring out that the price of land helps to ensure that it is used in the best way for all. The price helps to keep housing out of an area that is crowded and better suited to business use. Also, having businesses close together helps customers do their shopping. In this case, price has done the work of planning.

13. As a demonstration of another way in which price sometimes helps to assure the best use of land, the class can develop the following exercise: As in Activity 12, the classroom represents a town. This time, however, several desks at the edge represent empty blocks, each subdivided into four lots. Advertising signs should read LOTS FOR SALE, $100 EACH. Children come and buy the land, many of them buying two lots. The buyers build houses (indicated by squares of paper) on the land they have bought. Those with two lots build their houses in the middle of their property. Then a buyer arrives who wants to buy four whole blocks. He pays $1600 to the seller.

    At this point the class should ask the buyer why he has bought so much land. The buyer should reveal that he does not plan to build, but simply wants to hold the empty land. When asked why, he says that there will be a greater demand for land as more people move to the town, and he hopes that after a while he can break the land up into smaller lots and sell it at a higher price. The teacher can ask the children whether they think the buyer has produced an important service. (Yes. He protects the land from less efficient use today and holds it for more efficient use in the future.) The children can see what happened when the land was cheap. Many people bought two lots and built their houses in the middle of their land. Later, when more families came to the area and land became scarce, people could not build as many houses as they needed. The man who was holding the land made it possible for people to buy smaller pieces of it and build more houses on it.

    To see what happens when nobody buys and holds land for future use, the class can review the story "A Bad Plan." The children could write a playlet based on the story, showing what would have happened if a man who looked ahead had bought the land and held it until the city needed it for the bridge road.

14. To show that price does not always influence land use in such a way as to benefit the whole neighborhood, the class can discuss the following problem: If in a given neighborhood the price of land is very high, will the land be used for parks and playgrounds, or for stores, offices, and apartment buildings? Obviously a businessman would not want to pay a high price for land to be used for a park or playground that would earn little or no income. How is it, then, that valuable land in city neighborhoods does sometimes get used for parks and play-

grounds? To find the answer, the children should investigate who owns the parks and playgrounds of their own neighborhood, and how it happens that the land was used for this purpose. (The land is probably owned by the city, and its use as a park determined by neighborhood planning.)

The discussion should bring out that in some cases land use determined by price alone would benefit only the landowner and harm the neighborhood as a whole, because there would be no place left for parks and playgrounds. So people come together and decide that the city should buy the land with tax money and set it aside for public use.

15. To see how people get together in real life to decide the best use of land for the whole neighborhood, the class can review the story "Mr. Lodge's Garage" from Lesson 10. The following points should come out: Buying the house and building a garage would be a great advantage for Mr. Lodge, but the use of land for a garage in a residential neighborhood may disturb the peace and happiness of the neighbors. People may lose a part of their savings if they want to sell their houses, since the price may drop. To protect all the people, the city has to make rules telling how the land can be used so as to promote the safety, beauty, and health of the whole neighborhood. The class can discuss similar cases involving this principle, such as the effect of junkyards and warehouses on residential neighborhoods.

16. To help the children understand how many things must be considered in deciding how land can best be used, the teacher can draw a neighborhood map (in a gridiron pattern) on the blackboard. One block near the center is designated as vacant; all the surrounding blocks are marked as tall apartment buildings. The owner of the vacant land puts it up for sale, and many builders bid high prices for it. They all want to build another apartment building there. The people who live in the surrounding apartment houses go to the mayor and protest. They demand that the land be bought by the city for use as a park.

    After having given the class this situation, the teacher should ask whether the city should allow the land to be used as an apartment building, which would bring in the most taxes to the city and the most profit to the owner, or whether the city should follow the wishes of the people in the neighborhood and buy the high-priced land for a park. The discussion need not be conclusive; different people may have different ideas.

17. To gain an idea of the many direct and indirect benefits of land use that must be considered in planning, the class can read the story "The Old Potter Place" on page 142 of the text. Afterward the class should discuss the points that must be considered in deciding what to do with the land Mr. Potter has given the city. There would be first of all the cost of maintaining a park. (The city would have to pay people to keep the park clean, water the lawns, trim the shrubbery and trees, and so forth.) The city would lose the money it would get from selling the land, and it would also lose the taxes the homeowners would pay on any houses that were built on the land. Finally, the city is growing and will need more houses. On the other hand, there are many points in favor of having the park. A growing city needs more open space where people can relax. The park would be a pleasant place for children and parents to get to know their neighbors, and friendly relations in the neighborhood might improve. Children would have a place to play. The value of surrounding houses would go up, because the park would make the neighborhood more attractive. The children should see that such decisions are often difficult.

18. To help the children understand why people are not always allowed to use their land any way they want to, the teacher can raise the following questions for discussion: What would happen if an owner divided an old house into single rooms and rented each of them to a big family? or if homeowners could build any size additions to their houses, even building them right out to the street? What would happen if big, noisy, dirty factories were built in the middle of a quiet residential neighborhood? or if someone burned all his trash and garbage in his backyard? After discussing these cases, the class should turn to what the city does to prevent land uses that would harm the safety, health, and beauty of the neighborhood.

19. To learn the various ways people are protected against bad uses of land, the class can invite a zoning official to the class. He can explain the principles of zoning and how they apply to land use in their neighborhood.

20. To gain a better understanding of the principles of, and the need for, zoning, the class can review Activity 14 of Lesson 10. This time the class can also consider what would happen if an area that is best used by the class as a whole had been "bought" by one child and considered his private property to which the others were denied entrance. (The "buyer" could put up a no-trespassing sign.) Few group activities could be organized, and the class would suffer as a result. Discussion of this case should bring out the need for planning.

21. To understand how zoning operates in the neighborhood, the class can review Activity 15 of Lesson 10.

22. To help the children understand that many new neighborhoods would be without water, gas, electricity, telephones, or sewer lines if specialists did not plan ahead, the teacher can divide the class into five committees, each to study one of these problems. The teacher should obtain information beforehand from each utility on how it has to plan ahead so that the utility can be installed by the time people move into a new neighborhood, and this information should be passed on to the committee concerned. After studying the information, each committee should report to the class on how their utility must look ahead to plan for a new neighborhood.

The children could make drawings illustrating the things the utilities must find out. These can be assembled in a display entitled "Planning Ahead for Water, Gas, Electricity, Telephones, and Sewers." Individual picture captions could read "Specialists must find out where new houses will be built"; "Specialists must find out how many families will move there"; "They must find out how big the families will be"; "They must find out how much the families will earn."

23. To gain a better understanding of the role of planning in the neighborhood, the class can invite a local planning commission member to visit the class, or write to him asking the following questions. Have you studied our neighborhood? What changes will come to our neighborhood? Why? Have you planned for these changes? How? Could you give us a map showing changes planned for this neighborhood and other neighborhoods? The official should be asked to comment on changes in streets and traffic patterns, neighborhood stores, parks and playgrounds, upkeep of buildings, and use of vacant land.

The class should prepare for the visit by forming committees to study separate elements of the neighborhood such as stores, streets, schools, parks, and housing. They should try to learn how these various elements can be developed to benefit the neighborhood as a whole. For instance, how could local streets be planned to keep out through traffic? How big should the school be to serve the needs of the neighborhood? How can the park best provide for people of all ages? Are the houses in good condition or, if not, do they need minor or major repairs or should they be replaced?

Each committee should study a case in their own neighborhood and report on it. For example, the sewer committee could find out whether the storm sewers are big enough to carry away the water from heavy rains.

24. To discover how difficult it is to plan for older neighborhoods and how changes affect them, the class can consider cases where technological change has created problems. One problem that could be considered is automobile traffic. Many older cities, such as Boston and Philadelphia, have streets that are no longer wide enough to carry all the cars that want to use them. If it were a new neighborhood, one would simply plan wide streets in the first place. But what does one do where buildings would have to be torn down to make the streets wider? The children can investigate streets in their own area that were once large enough for traffic but are now crowded with too many cars and have traffic jams or are dangerous to cross. Other such problems might be too little parking space, less business for neighborhood stores because people go outside the neighborhood more to shop, buildings that don't have enough wiring for modern electrical appliances, and four- or five-story buildings without elevators.

The children could prepare a mural showing how machines and inventions have brought changes that affect the neighborhood and call for planning. It could be entitled "We Need Planning to Meet Changes in the Neighborhood."

25. To give the children an idea of the goals that planners aim for, they can be asked to speculate on what an ideal neighbor-

hood would be like. To give them a starting point for their discussion, the teacher can have them consider the following features that some planners think would make for an ideal neighborhood.

a) Each neighborhood should have either single-family houses or a carefully planned combination of different kinds of houses (single-family, multifamily, apartments).

b) There should be a school that is within walking distance for all the children in the neighborhood.

c) Each neighborhood should have enough people living there to support stores and community facilities.

d) Each neighborhood should have enough parks and recreational facilities to serve all the people of the neighborhood.

e) The neighborhood should be small enough so that everyone can walk easily to all the facilities.

f) There should be enough gas, water, electricity, and other utilities.

g) Through traffic should not cut through the heart of the neighborhood, but should pass around the neighborhood on its borders. The streets inside the neighborhood should be limited to light, quiet traffic.

h) Each neighborhood should be of one piece, not cut up by physical barriers such as streams, rivers, railroads, highways, and major streets. Nor should the neighborhood contain land uses that do not go well with each other, such as a hospital and a noisy factory next door to each other.

26. As a review of the lesson, the class can read "What Did We Learn?" on page 145 of the text. Each statement should be related to the accompanying picture and to pertinent classwork. The children should be encouraged to give examples, both from classwork and from their own experience, that bear out the statements.

27. The following activities can be completed in the Activity Book.

a) 12A: "Which Neighborhoods Are Good? Which Neighborhoods Are Bad?" After completing the activity, the children should discuss the principles of good or bad planning demonstrated in the neighborhood shown.

b) 12B: "What Should a Good Neighborhood Have?" After completing the activity, the children may discuss how well their neighborhood has handled the factors a neighborhood planner must consider.

c) 12C: "Reading a Neighborhood Map." This activity is intended to familiarize the children with cardinal directions and measurement of distances. After the children have completed the activity, the teacher may suggest additional exercises based on this map.

STORIES, POEMS, SONGS

A Good Plan

by Jeanne Stoner

"Gee whiz!" shouted Doug, throwing his baseball mitt down on the table. "Gee whiz! Isn't Dad going to be home for dinner again tonight? I wanted to play some ball."

"No, Doug," said Mom, "I'm afraid Dad won't be home until very late this evening. He's at school."

"At school! What's Dad gone back to school for?"

Mom laughed. "He's working on a new plan for the schools, Doug."

"Why does he have to work on that stupid stuff?" Doug grumbled. "Sounds pretty dumb to me. Why didn't they plan the schools right in the first place?"

"Doug, five years from now you'll be very glad that Dad and many other people gave up their evenings for what you call stupid stuff."

"My gosh! What are they doing that's going to make a difference five years from now?"

"Your father is helping to plan for a new high school, Doug. It should be ready just about the time you start high school."

"You mean it takes five years to build one school? Boy, I thought buildings went up faster than that!"

"You're right, Doug. It doesn't take five years to build a school, but there's lots more than just a building to think about. Your father and the others are planning this high school far ahead of time, because it's going to be a different kind of school."

"What's wrong with Jefferson High?" asked Doug.

"Jefferson is a good high school," said Mom, "but in a few years it won't be big enough or good enough. More and more families are moving to this area. There'll be more boys and girls in school. Old Jeff would give at the seams, I'm afraid."

"Are they going to tear down Jeff and build a new school in the same place?" asked Doug.

"No, Son. A new consolidated high school is going to be built."

"What in the world is that?"

Mom laughed. "Doug, do you remember when Dad's birthday came around last year? I thought about getting him a good fishing rod. I didn't have enough money to get it all by myself. So you and Christy and I all helped pay for it. We bought the fishing rod together."

Doug nodded. How Dad liked that rod!

"A consolidated high school is the same kind of idea," said Mom. "We here in Hickory Grove want a new and better school. But we can't pay for the kind of school we want all by ourselves. Over in Romney, the people want the same thing. And the towns of Mulberry and Buck Creek feel the same way too.

"And so, Doug, all four towns decided to work together to build one very large school. Boys and girls from the whole area will go to the same school. Dad got a good fishing rod because we all helped to buy it. Our area will have a wonderful new school because all the towns are planning it together."

Doug muttered, "I bet it won't be as good as Old Jeff."

"Fiddle faddle," said Mom. "Sure it will."

"O.K. Prove to me that it will be better," said Doug.

"All right, I will," said Mom, grinning. "One reason it will be better is that you'll have more choices about what to learn. At Old Jeff, Spanish is the only foreign language taught. At the new school there will be classes in French and German, too."

"Hey, I'd like to learn how to speak French," said Doug.

"At Old Jeff there aren't enough students to have classes in special kinds of science. The new high school will have three or four different science courses.

"And let's see what else," said Mom. "What sports do they offer at Jeff?"

"Basketball is all," said Doug.

"Well," said Mom, who was sure she was winning the argument, "they plan to have a swimming pool at the new school. And of course there'll be a football field."

"Gosh, really? It sounds great," said Doug, pounding his fist in his baseball mitt.

"You'd better get in lots of batting practice the next few years, Doug. That is, if you want to make it."

"Make what?"

"The baseball team at the new high school," said Mom.

"Baseball! Are they going to have that, too?" asked Doug.

"That's the plan, Doug. You see, if all the towns work together, they can offer lots more to the students in the area."

"Boy!" said Doug. "Maybe it's a good idea to plan ahead!"

A Bad Plan

by Jeanne Stoner

Crash! The big bulldozer banged into the side of the house. *Crrrack! Smash!* And the outside wall of the house was suddenly inside.

The bulldozer operator backed up the huge machine and turned off the motor. It was time for lunch.

"Mister! Hey, Mister!" A little boy was standing on the sidewalk in front of the half-wrecked house.

"Excuse me, Mister, but are you sure you're wrecking the right house?"

"Yeah, Sonny." The bulldozer man grinned down at him. "This is the first one of 'em. I've got twenty-four more to wreck after this one is down."

"But I thought people only wrecked old worn-out houses. These are all brand-new. They were just built last year."

"You're right. This is the craziest job I've ever had—wrecking twenty-five brand-new houses." He shrugged his shoulders. "I've got orders to wreck them, so down they come. The whole neighborhood's coming down."

That night Randy couldn't wait to tell his mother and father what he'd seen.

"Honest, those houses are all brand-new, and the whole neighborhood is being wrecked. Boy, you should have seen that bulldozer!"

"You're not the only one who's talking about those houses," said Father. "It's a terrible waste, and everyone knows it. And it's all because of bad planning."

"What do you mean, Dad? You mean the new houses weren't planned right, so they have to be torn down?"

"No," said Father grimly. "Those houses are perfectly good. They have to be torn down because the city council didn't plan well. And what's more, we are all paying for the mistake. Everyone in town is paying to have those houses wrecked."

"Wait a minute," said Mother. "I'm a little lost. Just what is this all about?"

"Well," said Father, "do you remember reading about the new bridge that is being built between our town and Harpers Landing?"

"Yes," said Mother. "I can hardly wait for that bridge to be finished. It's going to be so convenient. I'll bet you'll find business down at the store improving too, once the bridge is built."

"Right. The bridge is going to be good for both towns," said Father.

"But what has the new bridge got to do with houses being torn down?" asked Mother.

"I'm just coming to that," said Father. "You know that bridges don't get built overnight. A lot of specialists have to do a lot of planning to get a job like that done, especially when two towns are working together. Well, the planning started about five years ago. Our town council and the Harpers Landing people got together and decided how it should be done, and who the architect should be, and where the bridge should be built—"

"But—" said Randy.

"I'm getting there," said Father. "Now they decided five years ago that the bridge would be started on the Harpers Landing side. And they decided just where it would be located. On our side, the bridge approach is planned to go right through the center of that new housing development!"

"You mean they let them build houses on the land they knew they were going to need? But those houses were just built last year," said Mother. "You said the plans for the bridge were made almost five years ago. How did this ever happen?"

"It happened because the town didn't plan ahead," said Father. "Do you remember what was on that land five years ago?"

"Golly," said Randy, "there wasn't anything at all!"

"I believe he's right," said Mother. "That land was just a great big field."

"That's right," said Father. "And the land was very cheap. The town council was going to buy it then, because they knew in five years they would have to, anyway. But then they said, 'Why buy the land now? Why tie up ten thousand dollars when we're not even sure when the bridge will be started. We'll wait and buy the land later.' And after that, no one gave a thought to the land until—"

"—until they started building the bridge last month!" said Randy.

"Yes," said Father. "And in the meantime, the land was bought by a builder, and all those houses were built and sold."

"Those poor families!" said Mother. "That new neighborhood is right in the way of the bridge."

"That's why the bulldozer is tearing them down!" said Randy.

"Yes," said Father. "And do you know how much it's costing the town to get the land for the bridge now?"

Mother and Randy shook their heads.

"Five years ago," said Dad, "the town could have bought that land for ten thousand dollars. Now the land is much more expensive. The houses have made it more valuable. Now we have to buy the twenty-five houses too, and we have to pay to have them wrecked. It's going to cost us thirty times what it would have cost before."

"Oh, no!" said Mother.

"Wow!" said Randy. "That's really a lot to pay, isn't it, Dad?"

"Yes, Randy, it is a lot to pay. You might say we're paying for a bad plan."

Seven Neighborhoods Make a Town

by Dorothy Senesh and Jeanne Stoner

Washington, D.C., is the busy capital of our country. Thousands of people work in Washington or nearby. Many of them work for our government. Others work in factories, laboratories, and offices.

Every year many new families move to Washington to live and work. Hundreds of new houses have been built for them. But as soon as they are built, more are needed.

Builders bought acres and acres of farmland in the nearby states of Maryland and Virginia. Quickly, bulldozers flattened the rolling land. Quickly, streets were cut through the land and houses were put up.

But what was happening? The land was disappearing. Where once there were beautiful hills and shady trees, there were rows and rows of houses sitting in the sun. Some people were worried. If all the beautiful land were used for houses, where could people go to get away from the hustle and bustle of the city? Where could they go to enjoy beautiful green fields and shady trees?

One man who was worried learned of a beautiful spot in Virginia. It wasn't very far from Washington. As far as his eye could see were rolling hills and woods where oak trees tossed their leafy heads in the air. Part of the land was used for farming. There grain grew lazily in the sun.

Here, thought the man, I'll build a town. I'll try something different. I'll plan it so that it fits right into this beautiful land.

And so he bought thousands of acres of land. When that was done, he knew he would need the help of many specialists. He needed their help to plan a town in which people could live, work, and play right in their own neighborhood. He wanted to make it possible for men to walk to work, children to walk to school, and the whole family to walk to parks.

He needed the help of specialists because he wanted to build a town where young and old people, single people and families, would all want to live. It would be a town in which people who earned high incomes and those who earned lower incomes would all be happy.

The specialists got busy. Some tried to look ahead and figure out how many people would be moving near Washington in the years ahead. They figured out what kinds of jobs these people would look for. Then they thought of new businesses that might be looking for a new place to build factories and offices.

Engineers came to help. They studied the land and gave the owner ideas about where houses could be built. They drew maps showing where the hills and trees were. They suggested where the builder could make new lakes. The engineers found a good place to set aside for new factories and offices. It was near a highway, and railroad tracks ran through part of the land. An airport was only a few miles away.

The owner knew that many families with children would be moving to the area. Since they would want good schools, he talked to specialists who knew a lot about schools. They helped him decide how many schools should be built on the land. And an expert was called in to plan special playgrounds for the children.

Medical specialists helped with the planning too. They told the owner what kind of hospital the town would need. And church leaders helped decide how many churches should be built for the town.

The planning went on and on. Architects busily worked on drawings of houses and apartments. Some would be sold, and some would be rented. Some would be expensive, and others would not. And some land was set aside so that families could buy land and build their houses just as they pleased.

The specialists thought it would be easier for people to get to know each other if they lived in neighborhoods. And so they decided to build seven neighborhood centers. Some would be built near the lakes. Others would be built on hilltops or in the woods. The town would be made up of seven neighborhood centers.

Finally the whole plan was ready. The owner named the new town Reston. He knew exactly where the parks and lakes and playgrounds would be. He knew where the footpaths would be; they had been planned carefully so that people could walk anywhere in Reston without crossing a busy road.

Soon the first neighborhood center was being built, next to a man-made lake. It was to have both small houses and a tall apartment building.

You may wonder why a tall apartment building was planned for a town in the woods. Tall apartment buildings are usually found where there isn't much land, and there is plenty of land in the woods. But the planners had a reason. In big cities tall, thin buildings save expensive space. The town planners wanted to save space in the neighborhood centers, too—space where people could get out and enjoy themselves, space for parks and lakes. And think of what people will be able to see from the top of the tall building! They will see people canoeing on a lake or picnicking in the park.

Around the apartment building are houses. The people who live in them can be at home one minute and out in the woods the next. They can walk on shady paths to picnic areas in the park.

It will take a long time to build all the neighborhoods. Each one must have its own shops and stores. Each must have schools nearby that children can walk to. Each must have a community center where people can learn how to paint or to act in plays.

And what about the people who work? Will they have time to enjoy the neighborhood parks? Or will they spend a lot of their time driving to and from work? Many of them may work right in the town. They can walk to the area that the planners set aside for new businesses. There they work in neat, clean factories that are surrounded by trees and bushes.

A few years ago a man had an idea. He stood and looked over miles of lovely rolling hills. Today the land looks almost the same as the day he first saw it. The rolling hills are still there. So are the trees. Lakes, golf courses, parks, and playgrounds have been added, and homes are being tucked in between the trees. The man's idea had turned into a plan, and then into a beautiful town of seven neighborhoods.

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Books

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COLBY, JEAN. *Tear Down to Build Up.* New York: Hastings House, 1960. Although this book is for older children, it may be useful for the teacher, particularly the section dealing with the reasons for land clearance. Some of the information could be passed on to the class. The book also might be given to the children for them to examine the excellent illustrations.

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LESSON 13: How Neighborhoods Solve Problems

PURPOSE OF THE LESSON

1. To help the children understand that man has the ability to solve problems.
2. To help the children understand that some problems relate to only one person and have to be solved by the person himself. Other problems affect many people and must be solved by many people together.
3. To make it clear that when a problem is so big that many people in the neighborhood are affected, the problem is a neighborhood problem.
4. To help the children discover that such problems often arise from changes created by inventions and discoveries, or from changes in relationships between people.
5. To help the children understand that problems cause people to fear that things are not as they should be. When people worry enough about a problem, they do something about it.
6. To bring out that a person may do something about a problem by himself, or people working together may do something about a problem by volunteer work or by government action.
7. To help the children discover the steps in careful analysis of a social problem.
8. To help the children understand that in the United States problems are solved by the people themselves.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What troubled the people of Echo Creek?
2. What was the big question in the farmers' minds? (How can we control the floods?)
3. How did the yearly floods affect the families? (They affected their lives, property, and happiness.)
4. How big was the Echo Creek problem? (How many families could not plant on schedule again? Were many acres of good soil swept down the river?)
5. What caused the floods? (Lumbermen cut all the trees from the mountainside. Farm animals ate too much of the grass and shrubs. Farmers plowed in straight lines down the hillsides.)
6. What did each family do to stop the floods? (The farmers plowed around the hillsides and planted trees along the side of the creek.)
7. What did the families do together to stop the floods? (They planted grass and trees on the mountainsides and deepened and cleaned the creek. They had to work together: a careless farmer on the upper slope could cause trouble for farmers farther down the hill.)
8. What did government do to stop the floods? (The town of Pineboro built a road and helped with the dam. The federal government sent specialists to show the farmers how to plow and plant on the hillsides. Other specialists were sent to build the dam. The government also provided money and loans for carrying out the plan.)
9. Why was Pineboro interested in solving the Echo Creek problem? (Pineboro knew that prosperous farmers would do more buying in Pineboro stores. The townspeople would have a fine place for swimming, fishing, and picnicking. Tourists would come to visit and buy in Pineboro.)
10. How could the solution of the problem help the farmers and Pineboro? (The farmers' land and crops would improve. Farmers would not lose crops, animals, equipment, and buildings

through floods. They could begin to save instead. Pineboro would be more prosperous when the farmers became more prosperous.)

ACTIVITIES

1. To bring out the differences between problems that affect only the individual and problems that affect many people, the teacher can pose a series of problems. The class should decide whether each problem affects one person or many persons. Typical problems posed might include how a child shall spend his allowance, whether the only pet in a home is to be a dog or cat, whether a child shall wear wool or cotton pajamas, what flavor ice cream a child may have, how the neighborhood should be kept clean, and what the neighborhood should do if dogs have bitten children. After discussing the problems and the kinds of solutions, the children can draw pictures titled "A Problem That a Person Must Solve Himself."

2. To discover the steps involved in studying and solving a neighborhood problem, the children should study the picture "How Neighborhoods Solve Problems" on page 148 of the text. They should then reconstruct in the following fashion the problem of Echo Creek and the measures the people had to take to solve the problem.

   STEP 1—Evidence of the problem: The farmers of Echo Creek had sad experiences every year with floods.

   STEP 2—Definition of the problem: The farmers' big question was, "How can we stop the floods?"

   STEP 3—Aspects of the problem: They had many reasons to worry about the problem. Their lives, property, and happiness were endangered every year. Floods could drown them or bring disease. Floods could ruin their homes, barns, or equipment, and carry off farm animals and ruin crops. Floods made the farmers' lives uncertain.

   STEP 4—Size of the problem: The people of Echo Creek had to find out how big their problem was.

   STEP 5—Causes of the problem: They had to find out what caused the floods.

   STEP 6—Solution of the problem: They had to decide—

   a) What each of them could do to help.

   b) What they could do by working together as volunteers.

   c) What the governments of the city, county, state, and nation could do.

3. To further clarify the steps in solving the problem, the class can be divided into six committees. Each committee will study one of the six steps. Then the committee will prepare a panel report on its step, with a card caption to be posted on completion of the report. When all the reports are completed, the class should look at the posted captions, with class members using the captions as a guide as they retell the story. The following captions are suggested for the various steps:

   STEP 1. Echo Creek was flooded.

   STEP 2. Farmers asked, "How can we stop the floods?"

   STEP 3. Floods cause harm to people.

   The following subcaptions might be prepared by the committee for Step 3:

   a) Floods harm lives.

   b) Floods harm what people own.

   c) Floods harm people's happiness.

   STEP 4. The problem was big.

   The following subcaptions might be prepared by the committee for Step 4:

   a) The floods cost the farmers thousands of dollars every year.

   b) Fifteen families could not plant for the fall harvest.

   c) Thousands of acres of good soil were carried away by Echo Creek.

Step 5. There were many reasons for the floods.

The following subcaptions might be prepared by the committee for Step 5:

a) All the trees were cut from the hillsides.

b) Animals ate the grass off the hillsides.

c) Farmers plowed up and down the hillsides.

Step 6. They solved the problem.

The following subcaptions might be prepared by the committee for Step 6:

a) Each farmer plowed around the hillsides.

b) Each farmer protected the grass and trees.

c) The farmers together planted grass and trees.

d) The town government of Pineboro gave money and help.

e) The government of the country gave money and help.

4. As an alternative to Activity 3, the children may act out the story of Echo Creek's problem in the form of a television news report. A commentator should introduce each step in the problem solving, with members of the class acting out the discussion and events.

5. To guide the class in mastering the six basic steps in problem solving, the teacher should prepare a large chart listing the steps. This chart should be posted in the classroom throughout the study of this lesson. The steps can be listed as follows:

   Step 1. Observe the problem.

   Step 2. Ask the big question about the problem.

   Step 3. Find out how the problem affects our lives, what we own, and our happiness.

   Step 4. Measure the problem.

   Step 5. Find out the causes of the problem.

   Step 6. Solve the problem.

6. To familiarize themselves with the identification and study of neighborhood problems, the class can discuss some things in the school neighborhood that children and adults believe are not as they should be. The teacher should list these on the blackboard. Problems discussed might include old and rundown houses, too much noise, lack of play areas, poor street and sidewalk maintenance, neighborhood dirt. The class can decide to study specifically one of these or other problems.

7. To gain practice in the problem-solving approach, the class can study a neighborhood problem of concern to them as children. For example, if the problem of neighborhood dirtiness is selected, it can be studied as follows:

   Step 1—Evidence: The teacher can ask the children to observe on their way to and from school how dirty the neighborhood is, and to report on the evidence.

   Step 2—Definition: The class should decide what the big question is. (How can we make our neighborhood cleaner?) This should be printed on a large sheet of paper and placed above the blackboard, to emphasize its importance.

   Step 3—Aspects: The class should be divided into three groups, to study and report on how dirtiness affects our lives, what we own, and our happiness.

   a) How dirtiness affects our lives. (Dirt spreads disease. Things left on sidewalks can cause broken bones. Dirt encourages rats. Dirt makes the air unpleasant. Dirt carries germs.)

   b) How dirtiness affects what we own. (People do not want to buy houses in dirty neighborhoods. People who own houses there have to sell them at a lower price than they would get for a house in a clean neighborhood. Dirt wears out houses, furnishings, clothing, automobiles.)

   c) How dirtiness affects people's happiness. (Many good neighbors move to cleaner neighborhoods. Dirty neighborhoods are unpleasant to look at. People are more cheerful when a neighborhood is well kept.)

   Step 4—Size: The class should make a statistical survey of the problem. In the area under discussion, they should count how many toys were left outside, how many yards there are and how many of them are not kept clean, how many streets have paper or trash in the gutter, and other such evidence.

STEP 5—Causes: The class should investigate the causes of the problem. After the class study, a panel can put the findings into report form. (The class might find, for example, that streets and sidewalks are not swept, people with bad habits throw trash on the ground or do not cover their trash cans, trash collection trucks do not come around regularly, heavy trucks stir up dirt.)

STEP 6—Solution: The class should make a complete list of various ways the problem could be solved. When these solutions have been listed, they should be clustered into three groups:

a) What can each of us do?

b) What can we do together?

c) What can the government do?

The class can then be divided into groups for the carrying out of recommended solutions. For example, one group might visit a kindergarten or a first-grade class and talk to the children about bad habits such as dropping trash on the ground or leaving toys on the sidewalks. Other groups might organize children to start a cleanup campaign in the neighborhood; prepare posters explaining why the neighborhood should be kept clean, and how neighbors can work together to do something about the problem; visit the mayor or the sanitation department—or invite an official to visit the class—to find out about the department's plans to provide better services for cleanliness in the neighborhood.

8. To better understand how important it is for people to discover that things are not as they should be, the children can read the story "Keyport" on page 152 of the text. They should then discuss what big mistakes the people of Keyport made. The teacher may raise the following question: Did the people of Keyport save any money by putting off building the dam? (No. Houses were damaged. The city probably had to help people who had lost their homes and belongings in earlier floods. Since the dam had to be built anyway, the people would have saved money if they had discovered earlier that things were not as they should be. They should have asked themselves the big question years before: How can we control the floods?) The class can then discuss the following questions: Who built the dam? Who paid for it? Can this kind of problem be solved by people acting separately?

9. To help the children understand how important it is that people in the neighborhood act when they discover that things are not as they should be, the teacher can read the story "The Lot" to the class. The following questions can then be raised for discussion: What was the big question that the children must have asked before they began to clean up the lot? (How can we make a clean place to play in our neighborhood?) What were the reasons that the lot was dirty? Why was it important that children have a clean place to play? Who helped the children make the dirty lot into a good playground? Was it hard work? Did it take long? Did it take lots of money? (No. It was just a matter of the neighbors' working together.) The class might reorganize the story so as to emphasize the six steps of the problem-solving approach. The teacher should emphasize the point that in this case the problem was solved by volunteers. There was no government help. There are many problems that can be similarly solved.

10. To demonstrate to the children how a variety of problems were solved by people working together, the teacher can read the story "The Boy Who Stayed" to the class. The following questions can then be raised for discussion: What were the problems of this neighborhood? (Dirt, poor sanitation, poor housing, unemployment, lack of recreational facilities, aloofness between people of different backgrounds.) Did the people in the neighborhood recognize that things were not as they should be? Why didn't they do something about it? (They lacked leadership and the willingness to work together.) Why did they finally become friendly? (They realized that the differences between them were not as important as their common interests.) Why did the boy who stayed succeed in helping his neighborhood? (He did not run away from the problems; he stayed and

worked to solve them. Many other neighbors must have stayed also.) Which ways of solving problems did this neighborhood use? (Individual—fixing up their own homes; volunteer—the work of the council; and government—getting the mayor to help.)

11. To give the children an example of how the problem of bad housing was solved by neighbors working together, the teacher can read the story "The House That Everybody Built" to the class. The following questions can then be raised for discussion: Who helped the families to get new houses? (People from the settlement house.) Why was Ralph so unhappy? (He wanted to study, but there was no place to do so in his family's tiny apartment.) Why was Ralph happy with the new house? (There was space for all the family.) Why was it good for the fathers to work on the houses? (They were learning something about building. Some might later be able to get jobs building houses. Their time and labor helped pay for the houses, so they needed smaller loans from the bank.) How did the city government help? (The city government pulled down old houses to make room for building the new houses.) How did the whole city gain? (A city becomes a better place to live for everybody when more parts of it are attractive. Everyone gains.) Could each family have solved the problem alone?

12. To better understand why Ralph was so happy to move into his new neighborhood, the children should study the photographs in "Let's Take a Trip" on page 150 of the text. In these photos the children can see what part of Ralph's old neighborhood looked like and how the new neighborhood looked. They should also be able to better appreciate how much of a job Ralph's father and the other fathers had to do in making the new neighborhood. After the discussion the children can write stories on how worthwhile it is to help people help themselves.

13. As a follow-up to "The House That Everybody Built," the class can discuss the meaning of Ralph's story, "What America Means to Me." The discussion might focus on such questions as these: How did Ralph feel at the beginning of his story? Why did he feel this way? What made his feelings change? What did he say about how he felt?

14. To dramatize the fact that there are thousands of neighborhoods in our country in which individuals, volunteer groups, and governments are working together to solve neighborhood problems, each child can make a pair of drawings. Each drawing should show people working to make their neighborhoods better—some painting and repairing houses, some tearing down decrepit buildings, young people helping older people, older people helping children, and similar scenes. The class should be certain to include children doing helpful work in the drawings. These drawings of busy neighborhoods can then be scattered over a large bulletin board under the heading "People All Over Our Country Work to Make Their Neighborhoods Better."

15. As a review of the steps involved in solving neighborhood problems, and as a guide for other problem-solving situations that the teacher may wish to suggest, the class should study "What Did We Learn?" on page 155 of the text. The teacher should note that the six steps of the problem approach are indicated in Illustrations 2 through 9.

16. The following activity can be completed in the Activity Book.

    13: "How Neighborhoods Solve Problems." The teacher should read aloud each step with the children. After the class completes the activity, the teacher can suggest other problems for the class to analyze in the same manner.

STORIES, POEMS, SONGS

The Lot

by Beatrice Gross

"See that bed down there? Bet I can hit it."

"Oh, the bed's an easy target. Try for the ash can."

The two boys leaned over the second-story rail of the fire escape. Four pop bottles rested at their feet. Tony threw one bottle at the rusty can. It hit some old milk cartons, flattening them out.

Tony's friend Morty threw next. His bottle hit the ash can, smashing with a satisfying crash of broken glass. Tony tried again, this time skinning by the target. On Morty's next turn the can went over. The boys looked for something else to throw.

"Hey, you kids, duck!" yelled a voice above them. A shoe whizzed out of a third-story window onto the garbage heap in the empty lot. The boys looked up. A head appeared in the window. It was Mrs. Cardona, Tony's upstairs neighbor.

All that lot is good for is everybody's garbage, thought Tony, and does it smell! If it didn't smell so bad it'd be a good place to hunt for treasures.

Just then a rumbling dump truck backed up to the lot. The back end of the truck went up and a load of old bricks slid out. The bricks tumbled on top of all the broken bottles, twisted cans, and crushed eggshells.

"Boy!" said Tony. "Those bricks are great! I'll bet we could build a house with them, or a fort, like on television, or a great big wall, or a clubhouse."

"The lot is awfully dirty," answered Morty. "Where are we going to find room to build anything there?"

From the second-floor landing of the fire escape it did look hopeless. But when the boys clambered down they found a patch of ground beneath the fire escape that was fairly clean. It wouldn't take much work to clear a space big enough for a fort.

Morty found an empty carton and both boys tossed cans and bottles into it, scoring one point for each "basket." Then they swept the patch clean with a ragged broom. Now they were ready to build.

First they sat down. "Hey," said Morty, "this is going to take forever."

The boys looked at the twenty feet of trash between the bricks and their little patch of ground. It was a long way to carry a lot of heavy bricks, armful by armful.

"Hey," said Morty, "this is going to take forever."

"You already said that, Morty," said Tony.

The two boys sat in silence for a long while.

"It's not too far and it will make the work easier," Morty said.

"Huh? What will make the work easier?" asked Tony.

"Clearing a path," said Morty. "See, if we clear a path to our fort, then we'll be able to drag a lot of bricks all at once. We won't have to go back and forth so much. All we need is a couple of big boxes to put the bricks in."

Tony knew where there were a lot of empty boxes. The grocery store down the block always had boxes. Tony told Morty to wait.

"Hey, Tony, what are you dragging those boxes around for?"

Henry Simon was coming down the street shooting an imaginary gun at his little brother. Tony didn't like to play with Henry because Henry always had his brother tagging along. But today he was glad to see them both.

"Want to build a fort?" Tony asked. "Morty and I are building a fort. I'm taking these boxes to the lot so we can fill them with bricks. You and your brother can help if you want to."

Henry took one of the boxes and went along with Tony to the lot. Morty and Tony piled the bricks into the boxes. Henry and his brother took turns using the old broom to push aside the empty cans and broken glass. Soon a path had been cleared through the trash. The boys pushed and pulled their heavy loads of bricks along the path to the fort ground.

"What are you kids doing?" called out Mrs. Cardona. "You know you shouldn't be playing there in all that broken glass."

"Oh, we're going to clean it all up and make a fort," Henry bragged.

"How're you going to do that?" asked Mrs. Cardona.

Henry smiled. "We're going to clean up this whole lot and make a fort and maybe even a baseball field."

Tony smacked his hand against his forehead.

"Why'd you say that, Henry?" asked Tony. "We can't fix up this whole lot; it would take all year. We were just going to build the fort under the fire escape where it's clean."

Mr. Stein, the building superintendent, came out into the lot. Along with Mr. Stein came his teen-age son. Behind the Steins came Mr. and Mrs. Cardona and their two daughters.

"What's going on out here?" shouted Mr. Stein.

The people from the next building began to lean out of their windows to see what the noise was about.

"It's not right, little kids playing in that mess," said a loud voice from the next apartment house. "First thing you know, you'll trip and cut yourselves up. Either you kids clean up the lot or you can't use this place to play!"

Soon it seemed that the whole block was shouting advice or coming down to the lot to see what was happening.

Mr. Stein and Mr. Cardona had disappeared. Mr. Cardona reappeared with six empty cartons.

"C'mon," Mr. Cardona said. "If you kids are going to get this place cleaned up, you'd better start now."

He grabbed a torn cardboard end and began shoveling eggshells and broken glass into a carton. Handing cartons to his wife and girls and one to Mr. Stein's son, Mr. Cardona pointed to places in the lot that needed work.

Gee, thought Tony, the whole block's in on this thing. Tony didn't know whether he liked the idea. Of course, with all these people helping to clean the lot, the work would go much faster. It was too bad to have to share the fort, but Henry was right—it would be great to have a place to play ball, too.

"It's been a hard day's night," sang Anna Cardona. Everyone took up the song as they loaded the empty cartons.

"Boy, it's going fast," said Morty.

Then suddenly a bucket of dirty water came sloshing out of a far corner window onto Henry's brother. The little boy began to cry.

"Who threw that out?" bellowed Mrs. Cardona. "The kid's soaked!"

Everyone could see that Mrs. Cardona was about to exercise her terrible temper. But then Mr. Cardona held up a shoe. He began to wave it under her nose.

"Don't work yourself up so much," he said. "Isn't this the shoe you tossed out the window this morning?"

They were about to start one of their famous fights when another bucket of water came flying out of the same window.

"Good grief!" said Mr. Stein, who had returned to the lot. "It's poor deaf Mrs. Jenkins. She doesn't know we're out here. I'll run up and tell her not to throw out any more water."

He paused when he reached the door. "Hello, all of you up there," he yelled to the people looking down from the next house. "No more tossing stuff out of windows. This place isn't a junkyard anymore. And you, Jimmy Jackson, just watching the show up there. C'mon down here and help, unless you think you'd just like to sit up there and watch these kids play when the lot is cleaned up."

Tony plopped down on the cleared ground. He put out his foot and tripped Morty. Morty stumbled and fell down beside him grinning.

"Man!" they said together. They laughed. "This is shaping up, eh?" said Tony.

"It was a great idea we had," said Morty. "Just so long as nobody messes it up with broken pop bottles."

Then they laughed again.

The House That Everybody Built

by Bettina Smith

Ralph closed his eyes and thought of the problem he had just read. He was trying to study for a test.

"Chug-chug-chug. Toot-toot!"

Ralph opened his eyes and stared at his little brother. "Rudy, I'm trying to study!"

"I'm a train," said the little boy, "and this is the station." He ran around the table where Ralph was working.

"Mom," Ralph said, "will you please tell Rudy to be quiet?"

"Be a quiet train, Rudy, so your brother can work."

Ralph closed his eyes again. Just then, his sister Lucy came in.

"Hi, everybody," she said, turning on the radio.

"Turn that off, Lucy," cried Ralph. He stood up and shoved his hands into his pockets. He looked around the small dark room that was both living room and kitchen. He couldn't work here. And there was no place to sit in the bedroom. He'd never be able to do well on the test.

The bare light bulb in the ceiling began to flicker. Ralph looked up just as it went out. The room was dark. Rudy began to cry.

"Ralph," called Mom. "Get a bulb from the drawer and put it in, will you?"

Ralph tripped on a loose floorboard on his way to the drawer. Finally the new light bulb was in place. Ralph picked up his book again. I hate this place, he thought. We were better off in Arkansas.

"Anybody home?" a cheery voice broke into the room. There was no answer. "Well, *I'm* home," said Dad.

"Hi, Dad," said Ralph.

"What's the matter with everybody?" asked Dad.

Mom turned from the sink and dried her hands on a towel. "Oh, John," she said, "we can't work or play in this place. We can barely live. The children are unhappy and so am I."

Dad sank into a chair. "Well, we'll be moving soon, anyway. This whole block is going to be torn down. The city's going to do it. I don't know what we'll do then."

The doorbell rang. "That does it!" said Ralph. "Now we've got company."

Dad answered the door. "Good evening, Mr. Edwards," said a woman pleasantly. "I'm Miss Sheldon, of the City Housing Department. I'd like to talk to you about finding a place to live. May

I ask you a few questions?"

"Sure," said Dad. "Have a seat, Miss Sheldon."

"Do you have a job, Mr. Edwards?"

"Yes, I drive a cab."

"Do you work six days a week?"

"Sure do. I have to," answered Dad.

Miss Sheldon asked a few more questions. Then she said, "Well now, Mr. Edwards, how would you like to own a home?"

Dad's laugh filled the room. "Own a house! Why, I can hardly pay the rent on this ruin of an apartment!" He shook his head.

Ralph sat in the corner and frowned. Who is this silly lady? he wondered.

Miss Sheldon smiled. "Have you ever heard of Flanner House, Mr. Edwards?"

"No," said Dad.

"Well," said Miss Sheldon, "it's a settlement house right here in Indianapolis. The people there help families like yours."

"How?" asked Dad.

"If you decide you're interested, they will help you join a group of men who are going to build houses for their families."

"Build a house!" said Dad. "But I don't know anything about building!"

"None of the fathers know at first, Mr. Edwards. But trained men help. They teach the fathers how to do jobs like putting in windows and plastering walls. You would work with a team of men on all the new homes. In that way the work is divided, and everyone helps to build everyone else's house."

Ralph wasn't frowning anymore. He was interested in what Miss Sheldon was saying.

Mom said, "John, it sounds interesting."

"Hmmm," muttered Dad. "Do you suppose I could do it?"

"I see you are interested," said Miss Sheldon. "I'd like you to drop by Flanner House. Here's the address." She wrote it on a piece of paper. "Talk to the director there, and he'll give you all the details." She stood up. "I'd better go now, but I hope everything works out for you."

Dad went to the director's office the next day. "I'm Mr. Edwards," said Dad. "Miss Sheldon sent me."

The director smiled. "Come in, Mr. Edwards. Miss Sheldon phoned to say she'd told you a little about our home-building program."

"Tell me," said Dad. "If I help build a house, will I really own it someday?"

"That's right," said the director. "Here is how it works. You and the other men supply free labor for all the homes. We lend you the money for the land and the materials you will need. You can pay the money back a little at a time out of your salary just as you would pay rent. In fact, the payments will probably be less than the rent you pay now. And when the loan is paid back, the house is all yours."

Dad shook his head. "Sounds almost too good to be true," he said. "I never thought I'd be able to own a house."

"It's a new idea," said the director, "but we're sure it will work. The city has already cleared the land of old, run-down houses so that new homes can be built. An architect has drawn the house plans. Now we're looking for hardworking families who can turn our idea into new homes."

"I'll do it!" said Dad. "Where do I begin?"

"Good, Mr. Edwards. You'll have to put in about twenty hours a week on the houses. The rest of the time you can drive your cab. It'll be hard work."

"I don't mind," said Dad. "Now I have the chance to do something really worthwhile."

From that night on, the Edwards family was very busy—busy and happy. Dad worked on the houses during the day and drove his taxi at night. Mom and Lucy were learning how to sew at Flanner House. They learned how to make covers for their old furniture. They made brightly colored bedspreads and curtains.

One day Dad took Ralph to the new neighborhood. What a busy place it was! All along a pretty winding street, new homes were going up. The sounds of buzzing saws and pounding hammers filled the air.

"Come on, Ralph," called Dad. "You can watch me work for a while. I'm working on the floor in Dick Blake's house today.

"Hi, Dick! Hi, George!" called Dad as he reached the house. Two men waved back. Dad introduced them to Ralph. "These men will be our new neighbors, Ralph," said Dad. "Today they're putting up the walls on Mr. Blake's home. Next week they'll be working on our home."

Dick Blake laughed. "You bet, Ralph. We're keeping an eye on your father to make sure he puts down a good floor. If he doesn't, we'll put up wobbly walls in his house!"

"Or we'll put in doors that won't close," added George.

Dad laughed. "Don't you worry. I'm a real expert now. This is the third house I've worked on."

That night Dad and Ralph listened as Mom talked about her day at Flanner House. "You know," said Mom, "that place is just like a beehive. I've met a lot of women who will be our new neighbors. They are so friendly. I think after I finish with my sewing project, I'll join the class in food canning. If I can learn to do that I can really save on food bills. And did you know there is a nursery school for children, and a free medical clinic?"

Ralph was still thinking about his trip to the new neighborhood. "When will our house be finished?" he asked.

"Not for some time, Son," answered Dad. "We're all working as hard as we can, but there's still lots to be done."

Ralph wasn't sure he could wait. He had never been so excited about anything in his life.

One night Dad came home and went straight to bed. He didn't feel well.

"You've got to stop working such long hours," said Mom. "We can get along on less money."

Ralph felt bad. He had to do something to help. He just had to. But what? He couldn't think of a thing.

"Dad, everybody is doing something for the house. You're building it and Mom and Lucy are sewing all that stuff. I want to do something too. Please, Dad, isn't there something I can do?"

"Well, Ralph, I really appreciate that. And the biggest help you can give Mom and me is to do well in school. That is just as important as the house to us."

Ralph decided to work just as hard as he could in school.

One day Mom, Lucy, Ralph, and Rudy were all at home. Ralph was trying to finish a story he was writing for school. They heard a loud *honk! honk!* in the street below. Ralph looked out the window. "It's Dad, and he's waving for us to come down."

They all ran down the five flights of stairs to the street.

"Taxi, lady?" asked Dad, grinning at Mom. "Hop in, and I'll take you for a ride."

"Where are we going?" asked Lucy.

"You'll see," said Dad.

In a little while they turned down the winding street that Ralph had seen before.

"Here we are," said Dad, beaming.

All along the street were nearly finished houses. Men were still working on the roofs. Trees had been planted, and little green leaves rustled in the breeze.

"That one's ours," said Dad.

"It's almost ready!" shouted Ralph.

"Three bedrooms!" called Lucy, running through the house. "And a backyard!"

"The air is so clean," said Mom, "and look at that sky! It never looked so blue at the old house."

"Hi," called a voice right above Ralph. He looked up. Standing on a ladder was a man working on the roof.

"Hi, Ed," said Dad. "Brought the family with me today."

"Mine was here this morning," said Ed. "Say, Mrs. Edwards, your husband sure did fine work on our house."

Dad laughed. "Anything for a neighbor!" he said.

The family went straight home. Ralph went right back to working on his story. After dinner he asked Mom and Dad if he could read it to them. This was Ralph's story:

"*What America Means to Me*

"A little while ago, America didn't mean much to me. America meant dirty streets. It meant not having a place to study or play. It meant that people were crabby because they got in each other's way in a crowded apartment.

"I thought things would never change.

"Then I learned about a place called Flanner House. The people there have an idea, and I think that idea is what America's all about.

"My family is going to move to a new home in a new neighborhood. My dad's helping to build the whole neighborhood. My mom and sister are making things for the new house. I hope I can do something too. It's a lot of hard work, but we don't care. We've got our chance, now. I guess a chance is all we ever wanted. And that's what America means to me—giving people a chance to help themselves."

The Boy Who Stayed

by Jeanne Stoner

Once there was a neighborhood with garbage on the streets and rats in the alleys, with run-down old houses and, worst of all, neighbors who didn't like each other. Almost everyone in the neighborhood was unhappy.

"Why isn't something done?" they asked. "Why doesn't someone do something about this awful neighborhood?"

But nobody did. Most of the people were too poor to fix things and they gave up the idea of ever being able to do anything to make the neighborhood a better place.

Sometimes new people would come to the neighborhood. They would tell the older neighbors, "You should like each other. How can you work together for a better neighborhood if you don't like each other?"

But that didn't change anything. The neighbors went right on not liking each other and calling each other names.

Sometimes people would come to the neighborhood and tell the older boys and girls, "You shouldn't break windows and hang around the streets at night. You should get jobs and do something useful." But there weren't enough jobs to be had. There weren't enough places to play ball or other games. The boys and girls went right on breaking windows and standing around the corners at night.

The neighborhood didn't get any better. People were still poor and hungry. Many of them were out of work. Anyone who could afford to move out of the neighborhood moved away just as fast as he could. But people who couldn't afford to live anywhere else moved in. It began to look as if no one could do anything to help the neighborhood.

But a little boy in the neighborhood thought there must be a way to change things. He didn't know how. He just knew that people shouldn't have to live that way. All the time he was growing up, it made him sad to see that the people in the neighborhood were hungry and unhappy, poor and unfriendly.

As he grew older, many of his friends moved away. But he stayed on. He was sure that he could find a way to help. And he kept on trying to find ways while he grew to be a man.

The neighbors just shook their heads, though. They said, "There is no help for us."

"Yes, there is," said a man who had just come to the neighborhood. "There is help!"

The people in the neighborhood were too discouraged to listen. So many others had come to help them. All had failed. This man will be the same, they thought.

But the litle boy who had stayed in the neighborhood listened. He asked, "Who? Who can help us?"

"You, yourselves," said the man. "You must all work together to solve the problems of this neighborhood."

The man and the boy who had stayed told everyone about this way to solve the neighborhood's problems. At first the neighbors looked at one another and said to their families, "We can't work with those other people. We don't like them. They're not like us. They don't think the way we do. Why, some of them don't even speak our language."

But the man and the boy who had stayed kept on telling people about their idea. Finally they invited all the neighbors to come to a big meeting where everybody could talk over the neighborhood problems. At the meeting they would try to find ways to solve them.

"No," said some of the neighbors, "not if those people from across the street will be there, or some of those others from the next block. We don't like them."

"That's all the more reason to come," said the man. "Otherwise we'll only hear what the other people want to do about the problems. Then we'll do things their way."

The neighbors certainly didn't want that to happen. So they agreed to come to the meeting.

People from all over the neighborhood came. The hall was crowded. At first no one wanted to talk, but little by little people began to tell what they thought was wrong with the neighborhood. Nearly everyone at the meeting had something to say—the old men and women, the young mothers, the boys who stood around on the street corners in the evening, the shopkeepers, the priests and ministers, the people who had jobs, and the people who didn't have jobs.

The more they talked, the more they found that the other people were just as unhappy and anxious to change things as they were. And they began to think that maybe they could work together after all, because they cared about the same things. Perhaps the man and the boy who had stayed were right. Perhaps the people were the only ones who could solve their problems. But how?

"The houses in the neighborhood are falling down," said a man at the back of the room. "The place where I live has holes in the walls. The stairs are so rickety that I'm afraid to use them. But what can be done? The man who owns the house won't do a thing. He only wants to have his rent every month."

The neighbors nodded. That was the way it was. Many of them had the same problem.

An older man stood up. "We've got to do something about the teen-agers," he said. "I can't control my own boy. And his friends are all the same. They break windows; they fight; they hang around the streets at night. What can we do to stop them? I'm just too tired when I come home from work to do anything myself."

"It's no wonder they get into trouble," said a young woman sitting up front. "There's no place for them to go. No room at home, and the streets are dirty and dangerous. But what can I do—build a park or clubhouse with my bare hands?"

"Yes, how can we do anything for the neighborhood?" asked one of the men. "I have no money, no job, no education. What can I do?"

The neighbors were beginning to get discouraged again. It seemed that there was no way out of their troubles, after all. Maybe the man and the boy who had stayed had no better ideas than they had themselves.

But the boy who had stayed said, "You're right. None of you alone can make the owners fix the buildings, or keep the teen-agers off the street corners, or build a clubhouse, or save enough money to do what must be done. That's why we all must work together.

"If the owners won't repair the buildings, then we'll go to the mayor, and have him make them do it. Together we can find better ways for our young people to spend their time. Together we can make this neighborhood a better place for everyone."

The neighbors saw what he meant. They must work together. They agreed to try.

They worked very hard. They formed a neighborhood council. The council made a list of the neighborhood's biggest problems and started finding ways people could work together to solve them.

One of the problems was that the banks did not want to lend money to people who owned the houses so that they could fix things up. The banks said that it was a poor neighborhood. People wouldn't be able to pay back the money they had borrowed. But all the neighbors got together and found out that many of them had a little savings in some of the banks.

"Say," said the boy who had stayed, "I'll bet that all those savings together add up to quite a bit. Why don't we all go to the banks together and tell them how much savings we have there. When they see that we're good savers who have put money in their banks, the bankers will know that the loans will be repaid. They'll be willing to lend the homeowners the money they need to fix things up."

And so the homeowners got the money to help fix things up. And the neighbors worked together to pick up all the trash that had piled up in the streets and alleys.

But the streets still needed to be repaired. So the council got a great many of the neighbors together and they went to see the mayor. Some of them had complained, one by one, before and nothing had been done. But when so many people came at once, the mayor knew something really must be wrong and he had the streets repaired.

Then the council went to work to get jobs for the neighbors who needed them. Factory owners and storekeepers were asked if they needed workers. In this way the council found out about jobs all over the city and helped many neighbors to get these jobs.

There were many other things the neighbors found they could do by working together. They made vacant lots into playgrounds and opened clubhouses for the older boys. They set up an office where people could find out about jobs and where a nurse could help people when they were sick. They made sure that old, dangerous houses were repaired or torn down. They helped people to get loans so that they could build new houses.

Before very long, all the neighbors began to look around and shake their heads and smile. They could hardly believe their eyes. The streets were clean and the rats were gone. The houses were neat and comfortable. And best of all, people who had hated each other now worked side by side to make the neighborhood a better place for everybody. The boy who stayed was glad he had.

BIBLIOGRAPHY

Books

Lewis, Alfred. *Clean the Air Across the Country.* New York: McGraw-Hill, 1965. The photographs in this book for adults illustrate a problem that plagues big industrial cities. The teacher and class might discuss what some cities are trying to do about the smog problem.

TURNER, MINA. *Town Meeting Means Me.* Boston: Houghton Mifflin, 1951. The teacher might read parts of this text, which is written for fourth-grade readers. A few pages of this book tell how the people in a town meeting try to solve some of their town's problems.

WISE, WILLIAM. *The Story of Mulberry Bend.* New York: Dutton, 1963. The teacher would have to read this picture book to the class. It is about a slum neighborhood in New York many years ago and what a newspaperman did to bring the problem of bad housing to the attention of the people of the city.

LESSON 14: Schools in the Neighborhood

Part I

We Go to School to Learn About Ideas

PURPOSE OF THE LESSON

1. To help the children understand that man, unlike most animals, has ideas. He wonders, asks questions, and looks for answers.
2. To help the children understand that man's capacity for ideas has enabled him to steadily explore the world of nature. Man searches for the rules that govern nature in order to control it for his betterment.
3. To bring out that man is unique among living things in that he can store ideas for future generations. (Many ideas would have been lost or forgotten if men had not recorded them on stone, clay tablets, or papyrus. Today men store ideas in books and even in computers.)
4. To show the children that ideas can be shared and passed around in many ways. The spoken word, in conversation, on TV and radio, in movies, and over the telephone, helps people share ideas. The written word, in books and letters and on maps and signs, helps us share ideas. In addition, there are visual means of communicating ideas, including pictures, gestures, and symbols.
5. To help the children discover that ideas can be shared through paintings, sculpture, poetry, stories, plays, music, and the dance.
6. To help the children understand that because men found ways to record ideas and pass them around, it was easier for them to use each other's ideas.
7. To help the children understand that many people do not like to change ideas. Sometimes it takes a long time for new ideas about nature and people to be accepted.
8. To bring out that new ideas are born every day.
9. To help the children understand that ideas cause other ideas to grow; an idea may stimulate other men to have more ideas.
10. To help the children discover that when people are free to share ideas, there are more opportunities for men to improve the world around them.
11. To help the children understand that by sharing ideas, men are able to change the world around them.
12. To help the children recognize the importance of developing the skills of reading, writing, and counting. These skills enable men to preserve and share ideas.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Who decided what the people should think in the country of long ago?
2. Who owned the factories and shops?
3. Who told the people how long they should go to school?
4. Who told the people what jobs they could have, what they could eat, and what they could wear?
5. What happened to people whose ideas differed from those of the king?
6. Why did the people listen to the king and obey him?
7. Why was the king afraid of people who had different ideas?
8. What were the rights of the people in the country of long ago?
9. Why were the poet's ideas important?
10. Why did some people listen to his ideas?

11. Could the king keep the poet's ideas hidden?
12. What changes did the poet's ideas bring about?
13. Are the ideas that we believe in similar to those in the king's country? the poet's country?

ACTIVITIES

1. To help the children understand that man's curiosity is endless, and that he learns by freely asking questions, the teacher can read the story "A Good Question" to the class. Afterward the teacher can ask the following questions.

    a) What did Sammy's mother ask him every day? Why?
    b) Do you think it was more important for Sammy to give the teacher the answer she expected, or to be curious and try to ask good questions?
    c) Would we have scientists and doctors if men weren't curious?
    d) Would man have made any discoveries if he had never asked questions?

2. To help the children understand that men, unlike other living creatures, have the capacity to observe, wonder, ask questions, and look for answers (in other words, to have ideas), the teacher can show a film or read a story about bees. The teacher should explain that although the bees are able to build a society, they do not have the capacity for changing their way of life. They cannot adjust to changing conditions or improve their way of life.

3. To contrast human curiosity with the curiosity of animals, the teacher can draw a pair of cartoons, one showing a cat pawing a paper ball that hangs on a string and the other a man tapping a pendulum. The class can discuss the difference between the two activities. As far as we know, the cat's activity won't lead to any discoveries. Man's study of the pendulum, however, leads to questions about why a weight hanging from a string moves back and forth, and what natural forces make it do so. Man has also gone on to make mechanical devices, such as clocks, that are based on the pendulum principle.

4. To help the children understand that man's ability to have ideas has helped him discover and improve on the world around him, the children may speculate about how early man's ideas helped him make his life more comfortable and enjoyable. The children might prepare playlets or drawings based on the following situations. (The teacher should indicate that we don't know whether the situations are real.)

    a) For hundreds and hundreds of years, man watched birds, fish, and horses. He wished he could travel as fast in the sky, in the sea, and on land. But for years there was nothing he could do about it. Early man traveled on foot. And then one day long, long ago, a man may have made friends with a wild horse by offering it grass or vegetables. The horse was frightened at first, but in time it grew to trust the man. Finally the horse stood still long enough for the man to wonder what would happen if he jumped on its back. The man tried.

    b) Early man sat on a riverbank and wished he could get to the other side. But how? As he sat there, he saw logs floating on the river. He had an idea. He tied two logs together, then three and four logs. He made a raft, but he found that the raft would float only in the direction the water was moving. Sometimes he ended up in the middle of the river, unable to get to shore. One time he had a long pole with him. By pushing on the river bottom with it, he made the raft go in the direction he wanted to go. After that he always used a pole. But the pole wasn't easy to handle, and before long other men designed canoes that they could paddle swiftly through the water.

    c) Two cavemen, tired from hunting, sat down on the ground to rest. They noticed some berries growing on the bushes next to them. Greedily they stuffed the berries into their mouths. As they ate, they spat the seeds on the ground. One caveman saw something that made him curious. He saw tiny green sprouts around the berry bushes. The sprouts resembled the bushes, but they were smaller. The caveman got down on his knees to look at the tiny plants. He wondered why they were there. He picked up one of the smallest plants and there, on the end that had been under the ground, were little seeds just like those he had spat out. He stared at the tiny sprout, looked at the seed, and had an idea. (The narrator of the play can ask the other children what the caveman's idea was, and how farming changed the history of mankind.)

d) Long ago there was a beautiful green valley between two mountains. It should have been a pleasant place to live, but it wasn't. Families who lived there fought with each other. They didn't trust each other. They wanted the land, animals, and houses that belonged to other families. Sometimes one family won a fight; sometimes another did. But no matter who won, the loss was great on both sides. One day somebody noticed that people were getting poorer and poorer. There was no time to produce goods or build homes. All time and effort went into the fights. A man had an idea. He suggested that everyone stop fighting. It took a while, but finally all agreed. And then people started to produce the things they needed. Soon another man thought of dividing the labor. The people of the valley tried it. But to divide the labor, they had to decide who would produce what, and how to share the things that were produced. They needed someone who could settle disagreements. So the families had another idea. They decided to choose leaders, but they didn't know how to choose them. (At this point the narrator should ask the class for suggestions on choosing leaders for the valley.)

5. To help the children realize that ideas can be easily lost or forgotten, the teacher might ask them if they have ever forgotten to do something their parents asked them to do, or if they have ever forgotten something they learned in school. The teacher should point out that people can write things down so that they will remember them, and that since ideas can be stored in books, people can refresh their memories by turning to books.

6. To acquaint the children with the variety of ways people learn, the teacher can read the story "The Learning Book" to the class. Afterward the teacher can ask members of the class to give examples of something they have learned by each method in the story.

7. To help the children understand the importance of sign language today, the teacher can discuss the present-day use of traffic signs, signals at railroad crossings, the sign language of the deaf and dumb, and the signal drums used by certain primitive people. The children might attempt some conversation using only signs.

8. To help the children understand the importance of printing, the teacher can read the story "Johann's Printing Press" to the class. Afterward the children can write stories in which they choose a skilled profession, and explain how they needed books to learn their profession. Discussion of these stories should enable the children to understand that our ability to build on the discoveries of the past is dependent on our access to those discoveries.

9. To further extend the children's understanding of the importance of printing, the teacher can demonstrate the hazards of transmitting information purely by voice. He should whisper a message, such as "Three boys, four girls, and a dog were seen in the park yesterday," to a child in one corner of the room. This child is to whisper it to his neighbor, who will whisper it to his neighbor, and so on, until the message has been relayed through the entire class. The last child will then announce what he has been told. The message will undoubtedly have been distorted at this point. The teacher should then have a printed message passed along from hand to hand in the same order, and compare the reliability with which the two messages were delivered.

10. To reinforce the objectives of Activities 8 and 9, the class can analyze a copy of the local newspaper. The children should discuss the amount and variety of information that the paper provides. They can then cut out samples of the various types of information, including advertisements, and prepare a display, mounted under appropriate headings. As a follow-up activity, the children might visit a local newspaper plant to observe the speed with which a newspaper is printed. After the visit the class could discuss how the press, which can turn out thousands of copies in a few minutes, enables publishers to print papers cheaply and sell them at a price that most people can afford to pay.

11. To help the children understand how man has advanced his means of communicating ideas, the teacher can explain the major steps referred to below. After the discussion the class

can divide into committees, with each committee responsible for illustrating one of the following topics. (The children can write their own captions.)

a) Two cavemen talk by means of hand signals. (Caption: Long ago, man used his hands to talk.)

b) Primitive man draws pictures on a wall. (Caption: Long ago, some men drew big pictures to record their ideas.)

c) A man writes on a clay tablet, drawing smaller pictures than those on the wall. (Caption: Ideas that were written on small tablets could be carried from place to place.)

d) A man writes on papyrus, using symbols for words or letters, thus introducing the alphabet idea. (Caption: Men learned how to write signs that stood for sounds.)

e) Paper and the printing press were invented. (Caption: Man invented paper and machines to print words.)

f) Today it is possible to buy things to read almost anywhere. Most people are able to afford newspapers, magazines, and books. (Caption: Today people who want to read can buy books or other things cheaply.)

12. To develop their appreciation of man's versatility in expressing ideas, the children can prepare a bulletin board "hall of fame." The teacher might ask the children to interview parents and to watch the newspapers, magazines, or television for articles or programs about great men and women whose ideas have improved or changed the world. Each child should name only one person and give a short report on the person's idea. After the report the child can post on the board a sign showing the name of the person and the idea for which he became famous. For example, Dr. Jonas Salk had an idea that led to protection from polio. The hall of fame could include natural scientists; people who made contributions to build a better society (such as Adam Smith, Thomas Jefferson, Abraham Lincoln); and authors of children's books (A. A. Milne, Robert Lawson, P. L. Travers, Kenneth Graham, and others).

13. To help the children realize that ideas become meaningful only if they can be expressed and shared, the teacher can read the story "The Wonderful Idea" to the class. Afterward the teacher should ask why the idea is called a useless idea at the end of the story. The class can also speculate on just what the idea might have been. The children may want to prepare a playlet or roller movie based on this story.

14. To demonstrate that new words are born and others die out as a result of new ideas and inventions, the class can prepare lists of new words and words that are seldom used today. The teacher or children's parents and grandparents can supply words familiar in their own childhood (such as *buggy*, *flapper*, and *gaslight*) that are seldom used today. These words can be contrasted with words used today that were unknown earlier, such as *astronaut*, *computer*, and *television*.

15. To help the children discover that new ideas are being born daily, the teacher can have them examine "Let's Take a Trip" on page 182 of the text. The teacher, drawing on material in Lesson 15 of this Resource Unit, should explain the new ideas being created in the projects pictured.

16. To develop an understanding of how one idea often stimulates others, the children can take the wheel as an example of an early invention that has many applications in everyday life. They can collect pictures of everyday uses of the wheel, such as tires on cars, trucks, and airplanes, locomotive wheels, steering wheels, and wheels that help people lift weights (pulleys).

17. To acquaint the children with an exceptional man of ideas, the teacher can read the story "A Man Named Leonardo" to the class. The teacher should then provide the chronological setting of Leonardo's life by constructing a time line along a window ledge or wall. At the right-hand edge of the line there should be a sign reading PRESENT, and at the left-hand edge a sign reading PAST. A few feet from the left edge, the discovery of America in 1492 should be indicated. Along the right edge, children can place cutouts representing their own families, placing grandparents, parents, and children in order from left to right. When a sense of this time span is grasped by the children, a sign with Leonardo's name on it should be placed to the right of the discovery of America (at about 1500). The teacher should bring out that it took a few hundred years for Leonardo's ideas to become reality. Using the time line, children can make a drawing of Leonardo's airplane model and place it near the Leonardo sign. A drawing of the Wright

brothers' first plane can then be placed at a spot designated as 1903. At the right-hand end, drawings of a jet plane and an astronaut's capsule should be added. To further indicate the genius of Leonardo, other of his plans might be similarly treated. The teacher might also obtain and display prints of paintings by Leonardo, remarking that he remains one of the great artists of all time.

18. To help the children discover that ideas may remain widely accepted even though disproved, the teacher can ask them to find examples of superstitious beliefs, such as the idea that the number thirteen is unlucky, or that Friday the thirteenth is an unlucky day. Certain fears, as of walking under a ladder or permitting a black cat to cross one's path, can also be discussed. After the children report, the teacher can point out that although these beliefs are false, there are still many people who are apprehensive about Friday the thirteenth. There are people who will not walk under ladders or let black cats cross their path. The teacher might also show pictures of witch doctors and fortunetellers, who still practice in many parts of the world.

19. To help the children discover that there are people whose creative ideas have helped make the world a more beautiful and comfortable place, the teacher can assign children the task of retelling the stories of people whom the class has studied during the year. The assignment might cover Eli Whitney, Lillian Wald, Frank Lloyd Wright, Le Corbusier, Mies van der Rohe, Walter Gropius, Richard Neutra, R. Buckminster Fuller, and Henry Ford.

20. To help the children understand the meaning of an important idea, the teacher can read the essay "The Idea of Freedom" to the class. The teacher can bring out in class discussion that individuals have freedom in the United States, but we have to learn how to use it wisely so that we do not hurt others while exercising it.

21. To review with the children the great number of important ideas that affect their lives, the teacher can read the story "Ideas" to the class. At an appropriate time the teacher can ask the class to give examples from their own experience, or from their reading, or from what they have learned during this lesson. After the teacher has finished the discussion, the class can prepare an illustrated pamphlet titled "What We Have Learned About Ideas." The pamphlet might be updated from time to time as the children add to their experiences.

22. To help the children understand why we go to school, the teacher can teach the song "How to . . ." to the class. The teacher can point out the variety of things that can be learned in school. The class can discuss the importance of learning how to live with others; how to read, write, and count; and most important, how to think.

23. To bring out the importance of knowing how to read, write, and count, the teacher can ask the class what they would like to become when they grow up. As each child names his choice, another child should be asked to point out how that job would require a knowledge of reading, writing, or counting. The degree of learning required would of course range widely, from reading recipes to computing spaceship orbits.

24. To point out that some people's jobs are based on their special abilities in reading, writing, and counting, the teacher can lead a discussion on famous people in such fields as law, movies, journalism, television, accounting, and designing. The class can prepare a display of pictures of these people.

25. To help the children understand the difficulty of learning an occupation without the benefit of books, the teacher can discuss the fact that long ago, children usually learned their father's trade because that was the only way to become skilled at anything. The teacher should then ask whether fathers could show children at home how to become doctors, lawyers, and similarly skilled specialists. To reinforce the point, the teacher could prepare a display of specialized jobs in such fields. The display could be titled "Books Are Needed to Learn Many Jobs."

26. To help the children appreciate that learning is a privilege, and that children in many parts of the world are yearning for a good education, the teacher can read the story "The Amarillo Bus" to the class. The teacher can point out that the trailer school in the story is an example of attempts that are being made to help children everywhere get a good education.

27. To help the children discover why education is available to all, the teacher can have them discuss the question of who pays for the school building, staff, and materials. When the children discover that most schools are paid for by public taxes, they should ask the reason. (People feel that everybody, regardless of income, should have an opportunity to learn.) To develop this point further, the class can review the story "Claytown" on page 122 of the text.

28. To develop an understanding of how the general well-being of a country is affected by the people's ability to read, write, and count, the class can discuss the following questions.

    a) A doctor discovers a way to cure a disease that has killed many people in the past. Where do his ideas spread most easily: in a country where few people can read and write, or a country where many people have these skills?

    b) There are two countries. Both have coal, iron ore, plenty of forests, and oil. One of the countries has many people who can read, write, and count. The other country has only a few people who can read, write, and count. Which of the two countries can make better use of its resources?

    c) There are two countries. Both make new rules. One of the countries has many people who can read, write, and count. The other country has only a few people who can read, write, and count. In which country will the rules be better known by the people?

29. To become aware of the great technological advances that have been made in reading, writing, and counting, the class should examine such items as adding machines, typewriters, mimeograph machines, computers, photocopiers, and similar equipment. The children may see the equipment in the school office or a business-machines salesroom, or in catalogs and advertisements. A display can be prepared by cutting illustrations from advertisements.

30. To understand differences in ideas and in ways of selecting leaders and making rules, the children can review the recorded lesson and study the pictures on pages 158 and 159 of the text. They can then discuss the following questions.

    a) When did the people in this country have freedom—when the king reigned, or when they chose their own leaders?

    b) How were decisions made about what to produce under the rule of the king? under the elected leaders?

    c) Who owned the farms and factories under the king's reign? Who owned them under the elected leaders?

    d) When did the people have more choice as producers?

    e) When did they have more choice as consumers?

    The teacher should point out that ideas about how to pick leaders and how to make rules still differ among people today.

31. The following activities can be completed in the Activity Book.

    a) 14A: "What Has Become of Leonardo's Ideas?" The purpose of this activity is to bring out the long life of good ideas. Although they were premature in his time, many of Leonardo da Vinci's ideas were eventually realized. After completing the activity, the class might discuss how technological advances finally enabled men to produce the airplane, the two-level bridge, the car, and so forth.

    b) 14B: "How Does a New Invention Help Other People?" After completing the activity, the children should discuss the following points: An invention such as the light bulb will create more jobs; it may result in satellite industries; it may stimulate men to invent other useful things.

    c) 14C: "How Have Men Improved Ideas?" The purpose of this activity is to bring out the progression of important ideas. After completing the activity, the children might discuss why it was important for men to learn how to plow more land in less time, to communicate effectively across long distances, and to produce better artificial light.

    d) 14D: "How Are Ideas Shared?" After completing the activity, the children should discuss the variety of ways ideas are shared.

A Good Question

by Jeanne Stoner

Once there was a little boy named Samuel. Sammy lived in a very poor section of a very large city. His family lived in a small, dark apartment at the very top of an old, crowded building. Sammy's family had come to America from another country, and because his father spoke very little English, it was hard for him to find work. Sammy's mother worked whenever she could to help earn some of the money the family needed. In those days young boys often had to leave school and go to work, especially if their families were poor. Many times people would say to Sammy's mother, "Why do you keep Sammy in school? He is a bright boy. He could be working and bringing home good money. Let him leave the school and go to work—my children say he knows all the answers in school anyway."

But Sammy's mother always shook her head. "To know all the answers is not enough. He must learn the questions to ask, not the answers to give. We came to this country so Sammy could go to school and learn the questions. No, no. . . . Here Sammy can go to school whether we have money or not, and he must stay in school."

And her neighbors would just shake their heads and walk away.

Very few people in those days realized how important learning was, but Sammy's mother knew. And that is why, every day when Sammy came home from school, he knew just what his mother would say. Sammy would walk up the long, long stairway to their apartment and open the door. And then his mother would always ask him the very same question.

She didn't ask if he got all the answers right.

She didn't ask if he got a gold star on his paper.

She always smiled and said, "Sammy, did you ask any good questions in school today?"

And usually the answer to that question was yes, because Sammy was just brimming over with good questions. He wanted to know how, he wanted to know why, he wanted to know what would happen if . . . And because Sammy just had to know about these questions, he became a scientist, and he found out many, many good answers. But most important of all—he is still asking good questions.

The Learning Book

by Susan Dorritt

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David knows how to do a lot of things. He knows how to play ball, to eat with a knife and fork, to climb a tree, to read a book, put on his shoes and tie them.

Did he always know how to do these things? No. He didn't start out knowing all these things. He had to LEARN HOW to do them.

What is LEARNING? Learning is getting to know how to do something that you couldn't do before.

How do you learn things? Well, one day David learned a song. This is how it happened. In the morning, when he got up, he didn't know this song. He went out, and as he walked along, he heard some children singing something. It sounded nice, so he went over to listen.

And that's the first part of learning something. You LISTEN (if it is something that you can listen to, like a song).

Or you WATCH (if it is something you can watch people do, like riding a bike).

The children kept singing that song over and over. David got to know some of the words. So he came a little closer, opened his mouth, and *he* began to sing too.

And that's the second part of learning something. YOU TRY TO DO IT YOURSELF.

First you might make mistakes. For often it isn't easy. But you try. And try. And by and by you can do it very well!

By the time David went home, he knew the whole song. And he was singing it. It makes you feel good when you learn something new.

One thing David wanted to learn how to do was to ride a big bicycle. First he watched. Oh, he watched so many children and grownups ride bicycles all over the place! He wanted to do it too.

So one day he tried. But he just could not do it! He could not even get up on the seat, before the bicycle fell down!

Watching, then trying to do it himself, was not enough this time. He needed someone to help him, to hold him up, to tell him what he was doing wrong. He needed a TEACHER.

That's another way to learn: by having someone teach you.

His daddy was the one. He held the bike steady so, first of all, David could get on it. Then Daddy held the back of the seat, and David rode slowly. First the wheels went wobbly. "If you ride faster, it's easier to keep your balance," said Daddy. David pedaled faster. "When you are falling to one side, lean to the other side," said Daddy.

Soon David was getting places! He was riding alone! He still didn't do it perfectly. He fell a few times. He ripped his shirt, scraped his elbow, bent the bicycle wheel, rode into a ditch, but that didn't discourage him.

You never do something perfectly when you start to learn. If you did, you wouldn't have to learn it—would you? David wanted to learn to ride very much. And so he did learn.

An important thing about learning is that you have to *really want to learn* to do the thing. Because this is what makes you keep trying. And you have to be big enough, and strong enough, and smart enough to do it.

A baby couldn't learn to ride a bike—could he? He is just not ready to do it, yet.

Now, when you have learned to do something new, you feel pretty good about it, and you keep doing it over and over.

But then, one day, you find there is something else that you would like to know how to do. So you start learning all over again.

There are different ways to learn different things. Not all learning is a *busy* kind of learning—like learning to ride a bike. Not always do you have to learn by watching someone else, and trying to copy them. Not always do you need a teacher. There is a *quiet* kind of learning. You do it all by yourself. You learn about the world around you: about the little creatures, about things that grow, the grasses and flowers, about the sky and the earth, and even about people, too.

No one has to be there to tell you a thing. All you have to do is *notice.*

You look at things. Or you taste them, or feel them. Or you listen to them. Or smell them.

You can learn a lot this way. David did.

He learned that rose bushes have prickly thorns, that squirrels eat nuts, that a horse is big, a mouse is small.

He learned that big black clouds in the sky very often mean it is going to rain.

He learned so many things all by himself, without any help at all! But sometimes, he just couldn't figure something out himself. And he had to ask questions. That is another good way to learn—by ASKING QUESTIONS.

"Daddy, how does a spider spin its web?" asked David. "Why can a boat float? Why did *that* boat sink?"

And his daddy would tell him if he knew the answer. And if he didn't know, he would look it up in a book.

Because another way to learn is by READING BOOKS.

For example, one day in summer, David heard a word. Some fishermen said it: *octopus.*

David went home, and the only one home was Aunt Myrtle. David thought, "Oh, *she* won't know about the kind of thing *they* would talk about."

But he asked, anyhow. "Aunt Myrtle, what is an *octopus?*" Aunt Myrtle took down a book. "Octopus," she said. "O. . . . An octopus is an eight-legged creature that lives deep in the sea, in the rocks. Sometimes they are very small, and sometimes they are as wide as a house (thirty feet wide). See?" she said. "Here is a picture of one." And David looked.

That's the wonderful thing about books. You can learn about something that you have never seen, something that no one you know has ever seen, things so far removed from you (like dinosaurs, or octopi) that you would never in a million years get to know about them, if you didn't have the chance to learn about them in *books.*

David learns something new just about every day. Sometimes he learns things without even knowing he is learning. And sometimes he has to think, and try an awful lot, before he learns.

Some days David feels proud that he knows so much. And some days he feels he hardly knows anything at all.

Still, David keeps on learning. When will he stop? When he is all grown up? When he finishes school? No. DAVID WILL NEVER STOP.

He will keep on learning all of his life. And so will you. Because learning is something you keep doing your whole life.

Johann's Printing Press

by Dorothy Senesh

Would you like to hunt for treasure or go exploring? Would you like to visit the castles of the kings and queens of long ago? Would you like to round up cattle with cowboys or hunt with Indians? Would you like to play a part in the movies or design dresses?

How could you do all those things? By reading books! There are thousands and thousands of books. There are books in libraries and stores; there are books at your school and maybe at your home. These books tell about so many different people and things, that you can find out about almost anything by reading books.

But there were not always so many books as we have today. Once there were only a very few. Only kings, or very rich men, or universities, or churches, had books and not many people knew how to read.

In those days books were made by hand. Clerks sat at their desks day after day and slowly copied the pages of a book with pen and ink. It took a long time to finish just one book. When it was finished, it might be worth so much that it was quickly taken to a library belonging to a king or church or university and carefully locked away or chained to a desk. Even the people who did know how to read often had a difficult time getting permission to use such a book.

What happened between those days when books were so precious that they were chained to heavy desks and today, when there are so many books and magazines and newspapers all around us?

Someone had an idea.

Just about the time that Christopher Columbus was born, a few men in different countries were working hard to find a way of copying books faster by using some kind of machine.

The first man to find a really practical way was Johann Gutenberg of Germany. While we don't know very much about him, one thing is sure—he knew a great deal about working with metals.

Johann Gutenberg must have spent months and months trying to find a way to copy a book faster than a clerk could do it by hand. What kind of machine could do it? At last an idea came to him: Why couldn't he put each letter of the alphabet on a separate little piece of metal? Of course he would have to make many *a*'s, many *b*'s, many *c*'s, and so on. But then with his little metal letters he could spell out the words of the book he wanted to copy. He could put his little metal letters together into words and sentences to print whole pages at a time.

He had to experiment with different metals until he found a mixture hard enough to make letters that printed crisply and clearly.

His next problem was to find ink that would not run off his metal letters and that would print without smudging. He couldn't use the thin ink that one uses with pens. It would run right off the letters. So he mixed an ink that was almost as thick as jelly.

And then he needed something to press the paper evenly against the inked metal letters. He decided that the presses that were used to crush grapes to make wine or grape juice would be just the thing. Of course, he had to make some changes, but after some more hard work he had made a winepress into a printing press.

Now all he needed was paper. And that was the one thing that was not a problem at all. People already knew how to make good paper. So there was plenty of that.

At last everything was ready for printing—the hard metal letters, the thick ink, the press, and the paper. Johann Gutenberg began to copy a book. He picked out his metal letters and put them together into words and sentences and arranged them in lines one after the other until he had put together a whole page. Then he locked them tightly into a frame, laid them on the press, and inked the metal letters. He placed a sheet of paper over the inked letters and with the press he pushed the paper down evenly over the letters. He raised the press and took out the paper. He had printed a whole page! He put in another sheet of paper and made another copy and then another. It would have taken a clerk with his pen a whole day to make just one copy. And he, Johann Gutenberg, could make one in just a few minutes! His invention worked very well indeed.

And what a difference it has made in our world! Before the printing press, if a doctor discovered a new way to cure people of a sickness, only the people he talked to would know about it right away. Even if he wrote it down, it would take a long time for copies to be made and passed from doctor to doctor. Because it took so long for the news of the cure to spread, doctors could not learn much from each other. Often a doctor spent his whole life doing things exactly the way he had learned, because he never heard of any new and better ways of taking care of sick people. And it was the same way for the other specialists too. If someone had learned a new way to forge iron to make good tools, or a new way to build bridges, his ideas spread very slowly.

But now, with the printing press, new knowledge could be written down and printers could print hundreds and hundreds of copies. Knowledge could spread as fast as people could carry books.

In a few years there were many printing presses. People were eager for books. There was so much to learn!

All kinds of books were printed. One of the first that people wanted to have was the Bible. Many, many copies of it and other religious books were printed and sold. Copies were made of the writings of thinkers and scientists, so that the things they knew and the discoveries they had made could be known everywhere men could read. And other scientists and thinkers got ideas from what they read and wrote books adding still more to what was known.

Soon the printing presses were turning out hundreds of copies of books on metalwork, and medicine, and glassmaking, building, and new inventions. By the time Columbus was grown up and ready to set out for America, nearly thirty thousand books had been printed in Europe.

Anyone who could read could share in this new knowledge. And since there were more books and they were cheap enough for more people to buy, more people were eager to learn to read.

Many years have passed since Johann Gutenberg first set up his printing press. Men have been improving the presses all this time. The first ones were small and made of wood. Later they were made of metal, and still later steam engines and motors were attached to the presses to make them run.

Johann Gutenberg had to put single sheets of paper one after another into the press. But later a machine would feed great rolls of paper into the presses.

The first printers had to pick the letters out one by one to make the words and sentences. Later a machine like a typewriter was invented which the typesetter could use to put the letters together much, much faster.

All these inventions have helped to produce many more books in a shorter time. Books today can be produced at a low cost and sold for a low price. Today there are books about almost anything you can imagine—about airplanes or pianos, bridge building or dressmaking, about long ago and about the future. There are books of poetry and books of stories to give us pleasure.

All of us can share in these riches. Our reading helps us to know more and make better choices in a world where there are many choices to make. So when you go running up the library steps to find a good book about exploring or cowboys or dress designing or castles, stop for a moment and think of Johann Gutenberg, who helped to make it all possible.

The Wonderful Idea

by Jeanne Stoner

Once upon a time, long ago, in a little village there was a man who had the most wonderful idea in the world. It was an idea so wonderful and so grand that the man wanted to dance and sing every time he thought of it.

"Why, with my idea everyone will be happy and no one will be sad. No one will be sick and everyone will be well. Everyone will have food and no one will be hungry. With my idea there will be no more wars. My idea is so great and so grand that I will surely be made the mayor of the village."

And the man hurried off to the village square. He climbed up on the steps of the village hall and he said, "Listen to me, everyone, listen to me. . . . I have just had the most wonderful idea in the world. With my idea everyone will be happy and no one will be sad. Everyone will have food and no one will be hungry. There will be no more wars!"

And all the people who had gathered around clapped and cheered. What a wonderful thing! To think there was such an idea!

"Tell us! Tell us! Tell us! Tell us your wonderful idea!"

"First you must make me the mayor of the village," said the man.

"Yes, yes!" shouted the people. "We will make you the mayor of the village."

"All right," said the man. "Here is my wonderful idea. . . ."

But then the man thought, I would rather be king of the country than mayor of this little village. If I tell my wonderful idea to these people, then everyone will know the idea and I won't become king.

"No," said the man. "On second thought, I will not tell you my great idea unless I can be king of the whole country."

Of course the people in the little village couldn't make the man king of the whole country. But word of his wonderful idea spread all through the villages and towns and cities of the land. People came from all over to stand in front of the little house in the little village where the man with the idea lived. They begged him to tell his idea, but he would not. Finally everyone in the country agreed that he could become king if he would just tell them his wonderful idea. Everyone wanted to be happy and healthy and well fed. Everyone wanted to live in peace.

The man was very pleased—at first. But then he thought, What good will my idea do me once I tell it to people and everyone knows about it? I deserve a bigger reward for my idea than just being made king of this small country.

And so he said to the people, "I no longer wish to be king of this small country. I won't tell you my idea unless I can be the ruler of the whole world."

The people in the country were very sad. They couldn't make the man ruler of the whole world. They did want to hear his wonderful idea, though. The first year hundreds of people came from far and near to beg the man to tell them his idea. But he would not. The second year dozens of people came to talk to the man and to beg him to tell them his idea. But he would not. The third year ten people came, and the fourth year no one came to beg the man to tell them his wonderful idea, because they had other things to think about. And so the man lived in his little house in that little village. He didn't become ruler of the world or king of the country. He didn't even become mayor of the village.

And because he would not share it with anyone, his wonderful idea became the most useless idea in the world.

A Man Named Leonardo

By Leon Trachtman

About five hundred years ago the city of Florence in Italy was an exciting place to live. A steady stream of traffic moved through its big city gates—men on horseback, people on foot, farmers on oxcarts, and wagons full of goods. Factories produced fine wool cloth, silks and satins and velvet, and gold and silver thread. And these goods were sold in faraway countries at very high prices. The merchant owners of the factories became rich and the banks of Florence became rich. They loaned money to kings and princes in faraway countries and earned high interest on loans.

Florence was not a large city, but was very famous everywhere. Its businessmen and bankers had offices in all the big cities of Europe. Great architects built beautiful churches, and they built fine palaces for the wealthy merchants and princes. Great artists painted murals and made wonderful sculptures to decorate the palaces and churches. Some people said that Florence was the noblest and most beautiful city in the world.

Wise and learned men came to Florence to teach and study, to write and exchange ideas. Students came from all over Europe to study with the learned men and to use the fine library.

The people of Florence were eager to see and hear new things. But of all the people who lived in Florence, none was more eager to learn than Leonardo da Vinci. Some of Leonardo's ideas were so far ahead of his time that his friends and neighbors couldn't understand them at all.

From the time he was a little boy, Leonardo wanted only one thing: he wanted to know. He wanted to know what made the trees grow. He wanted to know what made the sky blue. He wanted to know how the birds could fly. Leonardo watched how birds moved their wings. "They seem to swim through the sky," he said. He watched the way birds put their feet down and how they braced their wings against the air when they wanted to land. "Could it be that they are pushing against the air to slow down?" he wondered. An idea began to grow in Leonardo's mind. The more Leonardo watched birds, the more convinced of his ideas he became. And four hundred years before anyone built an airplane, Leonardo said, "Someday men will be able to fly."

"Have you heard?" the people asked each other. "Leonardo says men will be able to fly!" And how they laughed!

But Leonardo didn't care whether people laughed at him. He cared only about one thing: he had to know! He wouldn't let old ways of thinking hold back his mind. He thought of and built machines that were a wonder to the people of his time. He designed canals. He planned cities and harbors and buildings. He made plans for mechanical cars and ships, in a time when people were still traveling by horseback, oxcart, and sailing ship.

When Leonardo was a young man he said, "I want to know how to see!" And because of this desire to see, Leonardo became one of the greatest artists who ever lived. He believed that art should look more natural. He invented a way of painting light and shadow. Before he painted anything, he had to know why it looked the way it did. He wondered, "Why do the hills above the town look gold at dawn and fire-red at sunset?"

What about the people Leonardo painted? He painted more than the skin and clothes of people. He had to know how the bones and muscles worked underneath the skin. He wanted to show the thoughts and feelings that people had. "How can I paint all this in a picture?" he would ask himself.

Leonardo was never at peace. He kept looking and searching for answers all his life. He looked higher and farther and deeper and longer than other men. He was never satisfied. No matter how much he knew, he wanted to know more.

For more than forty years Leonardo filled notebooks with his ideas. He wondered about many of the same things men wonder about today. How can we build better houses to live in? How can we make our cities more beautiful? How can we improve transportation? How can we build machines to do the jobs men do by hand?

Leonardo's notebooks contained many drawings and plans. There were plans for a submarine, and a parachute, and a tank, and earth-digging machines. Leonardo never stopped studying. Everything interested him. He studied plants and the way they grew. He studied rocks and minerals. He studied the movement of the earth and the sun and the moon.

Sometimes Leonardo was puzzled by the things he learned. Sometimes he was frightened by the things he learned. But no matter how frightened he was, he never went back to the safety of old ideas; instead he went right on learning. And because learning is like having wings on your mind, Leonardo flew higher than the eagle. People who have seen his paintings and studied his drawings and writings have been inspired to spread their wings and fly too.

How high will you fly?

The Idea of Freedom

by Jeanne Stoner

The school bell rang and Bill Burke picked up his books and hurried outside. Dan Baker, one of his classmates, was waiting for him.

"I'm going to hit you, Bill," said Dan.

"You'd better not," said Bill, clenching his fists.

"Why not?" asked Dan. "Miss Drake told us in class that this is a free country. She said everyone who lives here is free. That means I can do whatever I want to do. I want to hit you, so I'm free to do it."

"You're a goof if you believe that," said Bill. "That isn't what freedom means. Living in a free country doesn't mean that you are free to do anything you want to."

Which boy has the better idea of freedom?

Ideas

by Leon Trachtman

What are ideas? They are thoughts that are born in our heads. People have ideas about all sorts of things. Sometimes ideas come quickly. That's when we hear someone say, "I've got an idea!" Sometimes ideas come slowly. Then we may hear something like this: "It'll take me a while to think this idea through."

Sometimes ideas come only with very hard work. That's when we hear people say in a very serious way, "I think I've got an idea, but I'm not sure of it. I'll have to think about it some more."

People have given the world many useful ideas. Scientists had ideas about why people got sick. Their ideas led to discoveries that helped people live healthier, longer lives. Every day, scientists work to test new ideas about health.

We have electric lights today because scientists had ideas about the uses of electricity. Waterpower and atomic power help man do his work today because, a while ago, people had ideas and set out to prove their usefulness. We are able to make many more choices because of ideas like these. They changed the way we live.

Some ideas help people enjoy life more. Our favorite stories, poems, and songs all started with someone's idea. We can see artists' ideas in their paintings and sculptors' ideas carved in wood or stone. Houses that we think are very nice started as ideas in the minds of architects.

Some ideas grow and grow. A man may talk about his idea. Another man may think about it and add to it. Still another man may change the idea a little more. Many inventions have come from an idea that has been passed from one man to another.

Some people have ideas that are way ahead of their time. Long ago a man said, "Birds can fly, and men will be able to fly someday too." The man drew pictures of a flying machine. People laughed at him. They said, "What a crazy idea, dreamer!"

Years passed. The world changed. Other men had ideas about how man could fly. And now we can fly all over the world in airplanes.

Men never grow tired of thinking up ideas. Some people think that the world will be at peace someday. Others believe explorers will find living things on Mars. Still others believe that in the future there will be enough food, clothing, and homes for everyone in the world.

We do not know whether these things are possible. But it is a good thing that people think about them. It is the people who have ideas and are willing to test them who will make a better world for all of us.

The Amarillo Bus

By David E. Austin

It was the first week in September. The afternoon sun warmed the ground where Miguel sat with his brown arms around his knees. He looked up the road toward the little town. It wasn't far from the migrant camp where Miguel's family lived. Miguel could tell by looking at the sun that it was past time for school to be out in town.

"Now watch, José," said Miguel to his little brother. "You'll see the school bus when it turns the corner by the orchard. The bus will be amarillo, with shiny black letters on the sides!"

Miguel didn't know the English word for "yellow," so he used the Spanish word, *amarillo*. He didn't know that the shiny black letters said SCHOOL BUS. He wanted to learn English so that he would be ready if he ever got the chance to go to school again. Now, he had to take care of his little brother and sister while Mama and Papa worked in the fields.

"Someday when you and Lupe are older, we will all go to school," said Miguel. "Maybe we'll go in the big amarillo bus!"

"What is school? Why do you want to go to school?" asked José.

"Oh, it is such a big place. You must see it for yourself," answered Miguel. He didn't know much about school. He was eight years old, but he had only been to one school, and that was just for a few weeks. It had not been long enough to learn to read or speak English, but he had drawn many fine pictures. And he had seen books with pretty colored pictures. Miguel thought school was a wonderful place.

"Now it is time," said Miguel excitedly. "*Sí*, there is the amarillo bus! It's turning the corner. See how fast it goes—faster than the camp trucks."

"The children sit up so high," said Lupe, Miguel's little sister. "I would not want to ride up so high."

"When you are older you will," said Miguel. He watched the bus slowly turn the corner and disappear from sight. "Come," he said to José and Lupe, "it is time for us to go back to the cabin."

Soon Mama and Papa and the others would return from work. Miguel had to sweep the floor of the little cabin before they got back. The family had lived in the little two-room cabin for seven weeks now. They wouldn't stay much longer, though. Even the peaches that ripened late were nearly all picked. When the picking was done, the family would move again to find more work. This was the way it had always been.

Later that night Miguel sat outside the cabin. Mama had put the little ones to bed. It was almost dark, but Miguel could still see the picture of the bus that he had drawn with a stick in the sand. How he'd love to ride in that bus! How he'd love to go to school!

Mama came out to sit with Miguel. It had been a hot day, and the little cabin was still warm inside. She looked very tired from working long hours in the orchard. Miguel knew that he wouldn't have much time to talk to her about school tonight.

"Tell me about school, Mama," begged Miguel, for the hundredth time.

Mama was slow to speak. She didn't know much about school, either. Always these fine children of hers thought about school. Someday she would find a way for them to go, she thought. They would learn many things, and they would be able to choose the kind of work they liked to do.

Her voice was soft. "You will learn so much, my little son, about many things. You will have friends, too. Once I had a little friend who took me to her house. It was a beautiful house on a shady street. I tried to ride her bicycle, but I learned that riding a bicycle took practice. We weren't in school very long, and I didn't visit her again."

"Did you see her after you left the school, Mama?" asked Miguel.

"No," said Mama. "Your grandpapa and grandmama moved many times, just as we do. I never saw her again."

Miguel sat quietly, watching the sun go down. The evenings were so peaceful after the busy day.

"It's time for us to go in now," said Mama. "Tomorrow will be the last day in this orchard."

The next day Miguel got into the back seat of the car with José, Lupe, and his older sister, María. They sat on boxes that held all the things they owned. Juan, Miguel's older brother, and Mama and Papa sat in the front seat.

As they passed through the little town, Miguel saw the school bus parked near the school. How he wished he could stand beside it and touch it! But Papa said they didn't have time. They must hurry to pick figs at the next camp.

The day was hot and long. The children were tired when they reached the camp near the fig orchards in the San Joaquin Valley. Papa went to talk to the camp foreman. The children carried their things into the cabin that would be their home for the next few weeks. Mama was talking to a woman from the cabin next to theirs. Miguel heard the woman say, "But the children have a school in this camp."

Miguel couldn't believe his ears. Was there really a school? He brought in the rest of the boxes. "Mama," he called, "is there a school here? Can we go to school?"

"Yes, Miguel, that's what the lady said." Mama smiled.

"But who will take care of Lupe and José?" asked Miguel.

"The school begins after we get back from work," said Mama. "Lupe and María can go too."

"But where is the school, Mama? Will I go in the amarillo bus?"

"You will not need the bus," said Mama smiling. "The school is right here, Miguel. In the camp! Let's go and see it."

Miguel hadn't seen a school building when they drove into camp. How could he have missed it? Schools were big! He and Mama walked around some migrant cabins, and there across the open yard stood a small, flat-roofed building, with windows along one side.

Mama and Miguel walked around the little building. The boy kneeled to look at the open space under the building. "Mama," he said excitedly, "it has wheels!"

"The lady told me that the school is only for the children in the camp," said Mama. "After the harvest is over, the school will move to another camp. A truck will pull it."

"A school just for us," said Miguel. "That's why it is so small."

Saturday and Sunday passed slowly. Many times Miguel walked over to the school and looked in through the windows. He could see desks and a small table in the corner. Oh, if only Monday would come right away!

At last Monday came. In the afternoon, trucks brought the laborers back to camp. Miguel had found it hard to be patient. Many times he had gone to the faucet to wash his hands and face. He had tried very hard to keep his faded blue jeans clean as he played with Lupe and José.

Now Miguel was suddenly afraid. He didn't know many English words. Would he be able to do well in school? He wanted Mama and Papa to be proud of him.

Some of the children were seated at their desks when Miguel, Lupe, and María entered the little room. The children smiled shyly at one another as they ran their hands over the smooth desk tops.

"*Buenas tardes*, my little *amigos*," said the teacher.

"*Buenas tardes, señora*," the children answered.

It was a dream come true. Miguel was in school. And the teacher could speak to him in Spanish.

The weeks flew by, and Miguel worked very hard in school. Now he knew many English words that even Papa didn't know. If only they could stay in camp longer, so that he could keep going to school! But Miguel knew that moving time was not far off. He had heard Papa say that the harvest would be over in a few days. Never had it been so hard for Miguel to think about moving.

The teacher had promised the class a surprise for Friday. That was just two days away. Miguel wondered what it would be. Life had been full of surprises lately!

Long after Mama and Papa and the others were asleep, he lay on his mat, listening to the familiar sounds in the camp. He dared not move because he didn't want to waken Lupe and José. He thought about school, his beautiful teacher, and the surprise to come. Softly he whispered to himself the English words he had learned. Papa had promised that they could come to this camp next year so that the children could go to school again. With this happy thought in his head, Miguel dropped off to sleep.

Friday was such a long day. By four o'clock all the children were eagerly waiting for school to open. They were a little sad, too, because it was the last day of school.

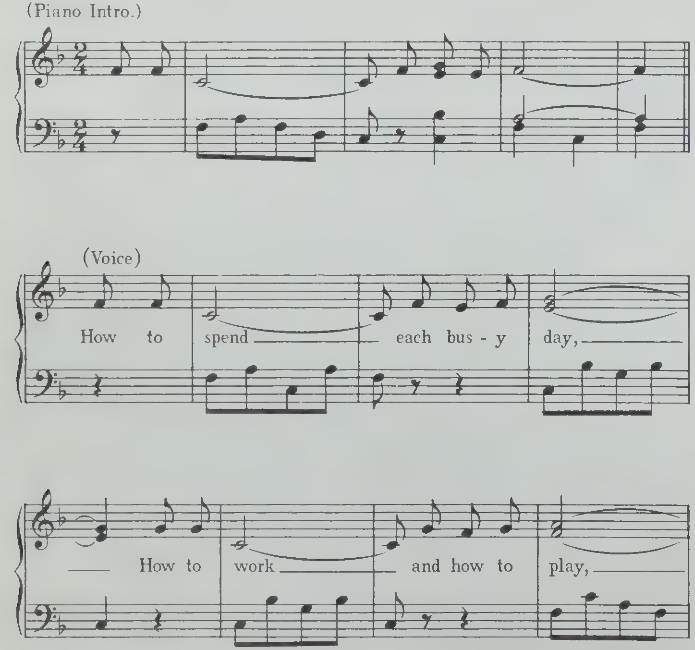
"Boys and girls, you won't need pencils and books today," said the teacher. "Will you come with me, please?" she added, smiling at the wondering faces in front of her.

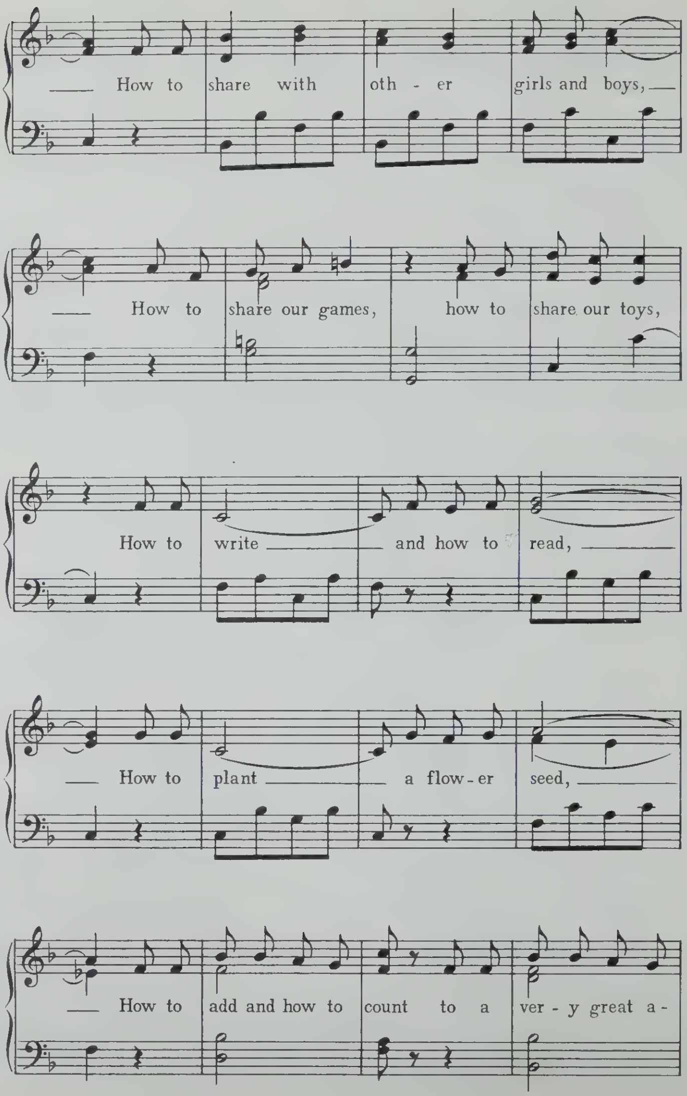
Miguel didn't understand all the words the teacher used, but he slipped away from his desk and followed the others. Down the steps of the trailer they went. Suddenly Miguel knew what the surprise was. There was the amarillo bus! The smiling driver held the door open for the children. The teacher said, "Today we're going to the town park for a picnic lunch!"

At last! thought Miguel. A ride on the yellow school bus!

"HOW TO....."

Lyrics–Leon Trachtman *Music and Arrangement*–Elva S. Daniels




How to share with oth-er girls and boys,
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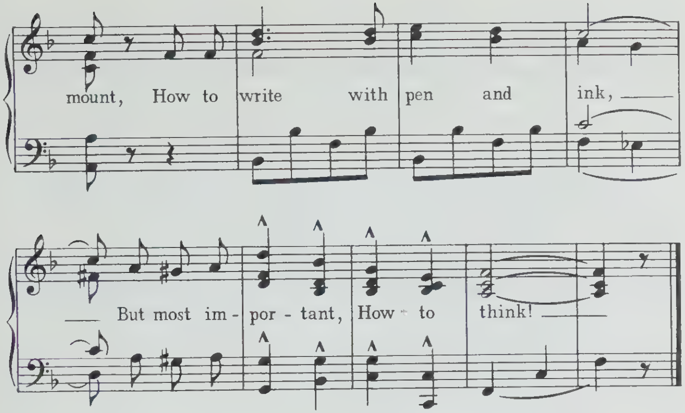
How to add and how to count to a ver-y great a-


mount, How to write with pen and ink, —
— But most im - por - tant, How to think! —

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Gridley, Marion E. "The Secret of the Talking Leaves," pp. 46–53 in *Scientists and Inventors* (Vol. 11 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964. After years of work a Cherokee Indian developed a written language for his people, but some of his tribesmen accused him of being a magician working with talking leaves.

Hogben, Lancelot Thomas. *The Wonderful World of Communication.* Garden City, N.Y.: Doubleday, 1959. For the teacher's use, but she may wish to show some of the pictures to the children.

Jupo, Frank J. *Read All About It! The Story of News Through the Ages.* Englewood Cliffs, N.J.: Prentice-Hall, 1957. The teacher might read parts of this book to the children, stopping to show and talk about the illustrations that the children will like.

Leon, Ann R. "What a Bother!" pp. 134–35 of *Scientists and Inventors* (Vol. 11 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964. A man who was tired of looking for an eraser came to the conclusion that pencils should be made with erasers on them.

Lexau, Joan. *Olaf Reads.* New York: Dial, 1961. An easy text about the misadventures that befall Olaf because he misreads.

McCabe, Sibyl A. *How Communication Helps Us.* Chicago: Benefic Press, 1964. An easy text that helps the child to understand radio, telegraph, television, and other forms of communication.

Maloney, Terry. *The Story of Maps.* New York: Sterling, 1959. An excellent book, parts of which the teacher might read to the class, on the development of mapmaking and how man's ideas of the earth have changed.

Miller, Helen Kaye. "*The Secret of the Cave*," pp. 217–33 of *Scientists and Inventors* (Vol. 11 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964.

Myller, Rolf. *How Big Is a Foot?* New York: Atheneum, 1962. An amusing story showing the importance of having a standard unit of measurement and the importance of numbers. The teacher might read it to the class.

Osmond, Edward. *From Drumbeat to Tickertape.* New York: Criterion, 1960. Too advanced for second-grade readers, but the teacher might retell parts of the book. The illustrations are excellent.

Ravielli, Anthony. *The World Is Round.* New York: Viking, 1963. Tells why men once believed that the earth was flat and why we now know that it is round.

Reynolds, Quentin. "Learning from Mother: Get It Right on Paper," pp. 360–63 in *Time for True Tales and Almost True*, ed. May Hill Arbuthnot. Chicago: Scott, Foresman, 1953. The Wright brothers' mother encouraged her children to have ideas and to carry them out. This story, which the teacher would have to read to the class, would complement the Leonardo story in the Resource Unit very well.

Scharff, Robert. *The How and Why Wonder Book of Robots and Electronic Brains.* New York: Grossett & Dunlap, 1963. The text is too difficult for second-graders, but some of the pictures, especially those showing computers and robots and their uses, would interest the class: a worker at a control panel of a steel mill, pp. 40–41; ice-cream robot, p. 44; robot that can repair ships underwater, p. 45.

WALLER, LESLIE. *Numbers: A Book to Begin On.* New York: Holt, 1960. A good second-grade reader might be able to read this book, or the teacher might read it to the class and show and discuss the illustrations. The book tells about the number system in use, how numbers are used, and how, despite language differences, numbers are used universally.

"We Don't Believe It Anymore," pp. 296–315 in *How Things Change* (Vol. 6 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964. Short essays on many formerly held beliefs and their present-day replacements.

Films

Communication for Beginners. 11 min., sound, b & w $60, color $120. Coronet, 1960. Shows what the world would be like without the telephone, radio, and television. Tommy and his father pretend that things are as they were when Indians roamed the country.

A Day Without Numbers. 9 min., sound, b & w, color. Wayne State Univ., 1953. After a day without numbers, a second-grader decides that they are very useful and worth studying.

Materials of Interest to the Teacher

National Geographic Magazine. If the school has an opaque projector, these pictures might be of interest: February 1965, p. 274 (arctic explorers able to maintain communication with the homeland; in the past they would have been isolated); March 1965, p. 318 (a group of people looking at the paintings in the Altamira caves).

Part II

We Go to School to Learn About Nature

PURPOSE OF THE LESSON

1. To help the children understand that schools help us to learn about nature.
2. To bring out that man asks questions about the world around him. He asks about the earth and the sea, the plants and the animals, the sky and the stars.
3. To help the children discover that as man finds the answers to questions, his fund of knowledge increases. Through knowledge, man can better protect himself from the hazards of nature. Through knowledge, man can often make nature work for him.
4. To show that specialists (scientists) are needed to study nature.
5. To show that specialists (technologists and businessmen) are needed to utilize man's knowledge of nature. These specialists find ways to produce more, new, and better goods and services in less time.
6. To help the children see that by producing more, new, or better goods and services, man may be able to meet the increasing needs of an increasing world population.
7. To show the children that specialists who study and use nature must be highly skilled. They must have the proper training.
8. To help the children understand that in many parts of the world there are not enough trained specialists. Full advantage of many new ideas and inventions cannot be taken in these places.
9. To help the children discover that as one's learning increases, the opportunities for better jobs increase.
10. To help the children realize that learning is a never ending process. Schools must keep pace with the advancing knowledge and technology of society.

ACTIVITIES

1. To help the children understand the increase in goods and services that our increased knowledge has made possible, the teacher and class can prepare a display.

   a) Two signs can be prepared, one reading LONG AGO and the other reading TODAY. LONG AGO refers to 1900, TODAY to 1965.

   b) The signs should be set alongside each other. Under LONG AGO a figure of a man should be set. Under TODAY there should be two figures of men, with a half-sized figure standing on their shoulders. (The LONG AGO figure represents the 1900 population of the United States, 76 million, and the TODAY figures are the 193-million population of today.)

   c) Under LONG AGO should be placed a pile of turn-of-the-century goods; under TODAY there should be a pile seven times as high of such contemporary goods as television sets, automobiles, satellites, and refrigerators. (The LONG AGO pile represents the value of goods and services produced in 1900—$85 billion; the TODAY pile represents the value of goods and services produced today—$600 billion. These are approximate figures, expressed in 1962 dollar values.)

   When the display has been completed, the teacher can raise the following questions for discussion: When did this country have more people—long ago or today? About how many more people live in our country today than did long ago? If our pile of goods today were two and a half times the size of the pile of long ago, would each family have more goods than it had long ago? Since we do produce seven times as much as was produced long ago, and we have only two and a half times as many people, does each family have more or less goods than it had long ago?

2. To review for the children the factors that affect production (materials, labor, tools and machines, and businessmen), the teacher can show them pictures of a book, a house, wooden furniture, a locomotive, and a tractor. They should then explain the kind of labor, materials, and tools and machines used to create each product. In each case the class can identify the businesses that produce these goods and discuss the role of businessmen in combining labor, materials, and tools to produce the goods for profit.

3. To review for the children the fact that all goods came originally from raw materials, the teacher can read them the poem "Think of That" in the *Families at Work* Resource Unit. Afterward the class can play a game in which students hold up familiar objects, and other students explain the raw materials of these items.

4. To help the children understand how scientists, inventors, engineers, and educators have enabled our country to produce more and better goods and services by discovering new materials and new uses for old materials, by making new and better tools and machines, and by training specialists, the teacher can show the class pictures of a spaceship, some aluminum foil, a computer, a glass house, and an atomic submarine. The children should be asked to explain how scientists, inventors, engineers, and educators enabled us to develop these goods. For example, the successful flight of a spaceship requires scientists' knowledge of the atmosphere, inventors' heat-resistant metals, and trained specialists to produce and operate the spaceship.

5. To reinforce the purposes of Activity 4, the class can bring in samples of modern materials such as nylon, Dacron, and different kinds of plastics. These can be assembled into a display: "Discoveries of Nature Give Us New Materials."

6. To develop an understanding of why we are able to produce more, and at less cost, than we could have long ago, the class can discuss the following questions: How does a greater choice of materials help us to produce more? Do skilled people help more than unskilled people? How do new and better tools and machines help to produce more in less time? Why is it important that factory owners take advantage of new discoveries and inventions? (Factory owners who do not improve their way of producing may lose their customers, as did the owner of the Adams mill in Lesson 2.)

   As each question is discussed, the class can add to the display prepared in Activity 1 a series of signs under the TODAY portion. The signs would read MORE AND BETTER MATERIALS, MORE AND BETTER TOOLS, MORE INVENTIONS AND DISCOVERIES, WORKERS WHO KNOW MORE, and COMPETITION, with a banner line under them: HELP US TO PRODUCE MORE. The teacher should point out that the class now has the full explanation for the rise in production.

7. To help the children understand how discoveries about nature help us to produce more and better goods, the teacher can have them discuss how the discovery of new sources of energy helped to increase production. The class can be divided into ten committees for research and reporting. The first committee will report on why men and machines need food or fuel. (For energy.) The second committee will report on the advantages and disadvantages of human energy, and the third committee on animal energy. Each of the remaining committees should be assigned an energy source on which they are to report both how it may be used and how much it is used today. The energy sources are water, wind, coal, electricity, oil, the atom, and the sun. The committees can use picture books such as those listed in the bibliography to find the historical uses of sources of energy. Each committee might also prepare a display of tools and machines using the energy reported on. (The use of human energy should go back to bow and arrow and include such items as a modern bicycle. The use of solar energy can be illustrated by comparing laundry drying in the sun to an orbiting satellite using batteries charged by the sun.) The class discussion may also bring out that increasing amounts of machinery are needed to produce the more recently developed types of energy.

8. As a follow-up to Activity 7, the children might use costumes or props to act out for the class different kinds of energy. The other members of the class can try to guess what each scene represents.

9. As a further reinforcement of Activities 7 and 8, the class can assemble appropriate drawings or cutouts from magazines for a mural titled "Discoveries of Nature Give Energy."

10. To make the children aware that discoveries of nature do not necessarily mean that the discoveries will be used immediately, the teacher can invite to the class a science teacher or a parent interested in science and engineering. The visitor can explain how technical difficulties and production costs delay the use of such discoveries as atomic and solar energy.

11. To help the children understand that a combination of materials, specialists, and tools is needed to produce more goods and services, the teacher can, with the use of magazines such as *National Geographic*, show the class pictures of underdeveloped areas. The children should discover that in some areas people are poor even though they have lots of resources; lack of skills, tools, specialists (including businessmen and technicians) hold them back from producing more and better goods and services. To show that a way of life is also an important factor, the children can discuss the strong family loyalties shown in "Two Letters from Guinea" and "Two Letters from Peru."

12. To discover how the scientist's study of nature often helps everyone to live a richer, more comfortable life, the class can turn to "Let's Take a Trip" on page 160 of the text. The teacher should discuss with the class the contributions of each kind of scientist pictured. The geologist, who studies the earth, learns things that help us to find more oil, which is taken to great refineries where it is made into gasoline, fuel oil, and other useful products. The chemist (the picture shows Julian Hill, who developed nylon) working in a laboratory may find a substance that can be used to make cloth for sails, ropes, and stockings. The botanist may find out things about plants that will help farmers to grow more and better food for us all. And scientists who study radiation learn things about it that help in the building of atomic power plants that supply electricity for many of our cities.

    After discussing the examples shown in the photos, the children can be encouraged to give other examples of how scientists, working to increase our knowledge of nature, have learned things that have made our lives richer or more comfortable. The children can write short compositions about either the pictures in the text or the various other examples discussed.

13. To demonstrate that man's ability to invent enables him to produce faster and better, the teacher can review "Let's Take a Trip" on page 92 of the text. The photographs show how man's inventiveness has produced complex machines (such as computers) able to do more work faster. The class can discuss the photo of the oil refinery where millions of barrels of oil are

processed into gasoline and many other products with the help of very few workers.

14. To help the children discover that men use their brains to invent tools and machines and always try to improve these tools and machines, the teacher can read "A Poem of Inventions" to the class. The teacher can point out that some tools are simple while others are complicated. The class might prepare an exhibition of some simple tools: screw, lever, wheel, pulley, inclined plane, and wedge. The teacher can demonstrate the use of some of these simple tools. He may want to show the children how the combination of some simple tools can produce more complicated tools.

15. To help the children discover how scientists have helped farmers to produce more and better plants and animals, the teacher can review the story "The New Field of Oats" in Lesson 5. The teacher can point out that scientists study nature constantly to find new ideas. An example of a new idea and how it was applied is demonstrated in the story "The Marriage of the Wheats" on page 162 of the text. After reading "The Marriage of the Wheats" the class can discuss the following questions: Could the farmers who grew the diseased wheat solve their problems by themselves? What did the scientists do to solve the problem? (They observed what happened. They guessed why it had happened. They experimented. They had a theory. They proved their theory.) Afterward the teacher may want to tell the class about the work of such scientists as Luther Burbank and George Washington Carver.

16. To help the children understand how scientists and other specialists have helped farmers to produce great quantities of food, the teacher can invite a county farm agent to talk to the class about important new discoveries in agriculture and the role played by scientists. He may also tell how his work helps to spread information about these discoveries to farmers.

17. To help the children understand why scientists want to study nature, the teacher can read the story "Doctor Fleming's Discovery" to the class. After reading the story the children can discuss the following questions: Why did Dr. Fleming continue to examine the mold instead of throwing it away? (Curiosity.) Was Dr. Fleming's discovery useful right away? (No.)

18. To develop the idea that scientists must not only have curiosity but also have an orderly way of thinking, the class can review the steps that led Dr. Fleming to the discovery of penicillin.

Step 1: Dr. Fleming *observed* dead germs around the mold.

Step 2: Dr. Fleming *guessed* that the mold had killed the germs.

Step 3: Dr. Fleming *experimented*. He tested the mold on healthy rabbits and sick mice.

Step 4: Dr. Fleming had an idea or *theory* that the mold could help cure sick people.

Step 5: Dr. Fleming *proved* that his theory was right. Sick people were cured because of penicillin.

After the children have discussed these steps, they can make a mural titled "How Scientists Work," with subtitles: "They Observe"; "They Guess"; "They Experiment"; "They Have a Theory"; "They Prove Their Theory."

19. To practice the way scientists such as Dr. Fleming think and work, the class can perform the following experiment.

The teacher should obtain one small jar and one large jar. The small jar should be filled with water and left uncovered.

Observation: After a day or two, the water level falls. Why has the water level fallen?

Guess: The water has escaped into the air.

Experiment: The larger jar is placed as a dome over the smaller jar. The water level in the small jar is marked. After another day or two, one of two things will be found: (1) The water level in the small jar is unchanged (the water could not escape into the air). (2) The water level has changed, and moisture has formed on the sides and top of the large inverted jar (the water has traveled up through the air as far as possible).

Theory: Water evaporates into the air from an uncovered container.

Proof: The small jar can be filled with water and tightly capped. The large jar can be filled with water and left uncovered. In a few weeks the levels of water can be observed and compared.

20. To bring out the fact that businessmen perform an important task by using discoveries and inventions to produce new and better goods, the class can review "Dr. Fleming's Discovery." The teacher can point out that new discoveries and accumulated scientific knowledge would not improve our lives were it not for the application of this knowledge by businessmen and specialists. The class can contrast the motives of Dr. Fleming with those of the businessmen who manufacture penicillin in large quantities. The class can observe how, from different motives, Dr. Fleming and the businessmen complemented each other in what they did. Dr. Fleming worked because he was curious about nature. The businessmen decided to produce penicillin because they believed they would be able to sell it for a profit. The businessmen hired specialists who developed machines and plans for production. Their work enabled the businessmen to produce large quantities of penicillin that could be sold at a price people could afford.

21. To show the children that scientists, businessmen, and many specialists are all needed to make a new invention or discovery useful to the people, the teacher can have the class construct a roller movie as follows: The children draw pictures of Dr. Fleming discovering penicillin; of the discovery lying idle for many years; of a businessman who has the idea of producing penicillin; of engineers working to develop a method of mass production; of engineers working to design machines and big tanks; of government officials inspecting the new drug to see that it will not harm people; of specialists hired by the businessmen demonstrating to doctors that penicillin is good and that it works better than the old method of treating people; of doctors and nurses being taught how to use the new drug. For complete instructions concerning the construction of the roller movie, the teacher can read Activity 7, Part I, Lesson 1.

22. To help the children realize that inventions and discoveries often lead to new industries and new kinds of jobs, the teacher can discuss with them some of the new industries established because of important inventions. When new things are invented, businessmen need workers to help produce the new product. For example, when Thomas Edison invented the electric light bulb, men were needed to produce electric bulbs, light fixtures, and cord. A new trade emerged and men went to school to learn to be electricians. The teacher can point out that new inventions or discoveries always result in the creation of new jobs that people must learn.

23. To show that many people benefit from a new invention or discovery, the class can act out the following playlet in which each child plays a part. Four children are seated at the front; each wears one of these signs: BUSINESSMAN, FACTORY BUILDER, MATERIALS MAN, and MACHINE MANUFACTURER. Children acting as hired helpers are behind them. One child acting as a banker is seated to the side. The teacher issues each child some paper money, most of it to the banker and the four principal characters. To begin the playlet, the teacher announces that she has just invented a new product—a better kind of electric can opener. She takes the invention to the businessman, who is interested in it. He thinks people will buy the can opener. He goes to the banker to borrow money to go into business. The banker investigates, then grants the loan. Once the businessman has the money, he hires and pays a man to build a factory. The factory builder hires helpers and pays each one some of the money he has received. The businessman buys materials from another man. The materials man pays his helpers and also pays another man to furnish him with more materials to replace those the materials man has sold. The businessman needs machines, so he pays a man who builds machines that will make electric can openers. The machine manufacturer pays his hired helpers. The businessman also hires helpers to produce can openers, and he pays them wages. After each child involved has been paid, the class should figure out how many children received new income because of the invention. The teacher should point out that this situation has happened with such inventions as the automobile, radio, and television. These inventions created jobs and income for many people.

24. To help the children appreciate some of the problems businessmen have in getting people to accept new ideas and products, the teacher can have the children prepare reports on new products that are advertised on television, in newspapers, and in

magazines. The children may want to express their opinions about a new breakfast food or candy bar they have tried. The class should discuss the risk businessmen take and how many jobs depend upon the acceptance or rejection of a new product.

25. To help the children understand the economic significance of patents, the teacher can read "The Story of Three Pats" to the class. After the story has been read, the class can discuss the following questions: What is a patent? Why is it important that an inventor and his invention be protected? Who gives this protection? Does the inventor who has a patented product have any competition? (It depends on whether there are any existing substitutes.)

    The children might ask their parents to help them identify household goods that are patented. Reports on patented goods can be presented to the class.

26. To help the children understand that more education leads to more job opportunities, the teacher can invite a representative of a state employment agency to talk to the class about the jobs available today for people with different amounts of formal education. The speaker may point out the job possibilities for people with less than a high school education, with a high school education, and with a college education. He may also speak of people who are unemployed today chiefly because of their lack of education.

27. To help the children understand that today most inventors are highly educated people, the teacher can invite a person who is engaged in research to tell how much education is needed to conduct his research.

28. To further indicate to the children that inventions add to the variety of occupations and the need for increased skills and training requirements, the teacher can ask the class to cut out large help-wanted ads from a Sunday edition of a metropolitan newspaper—perhaps those calling for highly skilled or specially trained persons. The children should discuss whether they understand what the jobs are. The class can prepare a bulletin-board display of these ads titled "Inventions Create New Jobs. People Need to Go to School Longer to Do the New Jobs."

29. To help the children understand that inventions and discoveries can make some jobs obsolete and at the same time create new ones, the teacher can read them the story "Amos Saves the Day." The teacher can point out that Eli Whitney's innovation and use of interchangeable parts eventually reduced the number of gunsmiths. On the other hand, workers found new jobs on the assembly lines in gun factories. The teacher may also want to point out that as some factories become more automated, fewer people are needed on the assembly lines. However, people are needed to manufacture, install, maintain, and operate the new equipment. The teacher might discuss with the class the fact that the more education people have, the easier it will be for them to prepare for the coming changes in a changing world.

30. As a review of the work covered in this lesson, the class should study "What Did We Learn?" on page 167 of the text. They should be able to relate each generalization to some of the cases and examples discussed during the lesson.

31. The following activity can be completed in the Activity Book.

    14E: "Which People Are Using Science?" After completing the activity, the children should discuss the difference between work based on scientific knowledge and work based on superstition and magic. The teacher might point out that people can visit a fortuneteller, a magician, or a witch doctor out of fear or for amusement, but not for accurate information.

STORIES, POEMS, SONGS

A Poem of Inventions

by Leon Trachtman

Fingers, nose, ears, toes,
Think of the jobs you do with those!
Sometimes all these tools of ours
Give us ideas, and in a while
We make a better tool that lets
Us do our jobs in style.

Now won't you come
And think of some?

Bang your fist upon the table
Just as hard as you are able.
Now think! What special tool can do
A better banging job than you?

Speak up, don't stammer!
You're right. A *hammer!*

Press your hand in soft brown clay.
See the imprint where it lay?
Tell us now the very kind
Of big machine this brings to mind.
What did you guess—
A *printing press?*

Form your hands into a bowl.
How much water can you hold?
From this trick now try to think
Of a better tool to help you drink.

Now, bottoms up!
That's right, a *cup.*

For noises that are very near
You only have to use your ear,
But what invention would you say
We need for noises far away?

What rhymes with stone?
The *telephone!*

Your eyes can see a thousand sights,
From beetle wings to Christmas lights.
But do you know what we look through
When tiny things we want to view?

You said, I hope,
The *microscope.*

Your fingernail, if long enough,
Is good for cutting certain stuff.
For cutting tougher things than butter,
What tool makes a better cutter?

Upon my life,
Correct! A *knife.*

So, boys and girls, by looking at
The jobs that feet and hands could do,
Men learned to make inventions that
Worked better, faster, easier, too!

Dr. Fleming's Discovery

by Jeanne Stoner

Dr. Fleming stretched his arms and yawned. He had worked very late. In front of him were many small glass dishes. Germs were growing on the dishes. Dr. Fleming was studying germs that made people very sick. The germs were so small that he had to use a microscope to get a good look at them.

Alexander Fleming kept each dish covered tightly until he was ready to look at it. If he left a dish uncovered—even for a moment—tiny plants called molds might grow on it. Mold spores float through the air until they find a nice damp place to grow. Many times the mold spores found their way to Dr. Fleming's dishes of germs. When that happened, the dishes of germs became useless. There was nothing for him to do but wash the dishes and start all over again.

Dr. Fleming looked at one dish and then another. Finally he came to the last dish. He took off the cover. But before he even looked through his microscope, he saw something happening on the dish. Dr. Fleming frowned. Resting right in the middle of the germs was some mold. Another useless dish, he thought. But on his way to the sink he stopped and stared at the dish. There was something odd about the mold—something very odd indeed. Usually mold didn't bother the germs. Mold and germs lived happily side by side on the same dish. But this mold was different! The more he watched, the more excited he became. This mold killed the germs! There were hundreds of molds, and Dr. Fleming had never seen one kill germs before. What a wonderful accident! A germ killer had dropped on the dish.

Dr. Fleming was a man of science. He knew that he would have to make many tests, and so the next day he began. And each test showed him the very same thing. The mold really did kill the germs. But there was another important thing to learn. Since the mold killed germs, would it also kill other living things?

Dr. Fleming grew some of the mold in broth. He found that the broth would then kill germs. He named the broth that had the mold in it *penicillin.*

Now he was ready to test penicillin on animals. He found two healthy rabbits. He gave one rabbit a shot of penicillin. And then he waited. All day long he anxiously watched the rabbits as they chewed their lettuce and hopped around their cages. He thought, I must wait until tomorrow morning to be certain.

The next morning Alexander Fleming ran to his laboratory. He hurried over to the rabbit cages. One rabbit was busily sniffing around the cage. It was the rabbit that had not been given the shot of penicillin. The other rabbit lay on the floor of the cage. Dr. Fleming's heart sank. Penicillin must have killed the rabbit.

He tapped the top of the cage with his hand. With a start, the lazy rabbit scrambled to its feet and sniffed the air. It was just as healthy as the other rabbit.

Now Alexander Fleming knew that penicillin wouldn't kill healthy rabbits. But would it kill germs in sick animals' bodies? Would it make them well? More tests were needed.

He gave penicillin to sick mice. Inside their bodies was the same kind of germs that Dr. Fleming had watched on the little glass dishes. And just as penicillin had killed germs on the dish, it now killed germs inside the mice. They got well! Dr. Fleming was very happy. He was quite sure that penicillin could be used to make sick people well, too.

He talked to other scientists about his discovery. He told them about the tests he had made. Some of his listeners were very interested in penicillin. They asked for samples to make tests of their own. They, too, found that it killed germs.

But the scientists had a problem. How could they ever use penicillin to help sick people? It took too much time for the mold to grow, and it was grown in small amounts. Much, much more penicillin was needed to treat a person than a mouse. There simply wasn't enough penicillin to give to the sick people who needed it.

Years went by because men didn't know how to produce enough penicillin for those who needed it. Dr. Fleming's great discovery sat on the shelf. It would be useless until men learned how to produce it in large amounts.

Today millions of people all over the world are treated with penicillin. Patients in hospitals are given penicillin after operations. People with bad colds may be given penicillin. Sometimes boys and girls who have fallen down get shots of penicillin so that their cuts won't get infected.

Why do you suppose we are able to get the penicillin that we need?

Many people worked very hard to find ways to make large amounts of penicillin. Microbiologists, geneticists, biochemists, engineers, chemists, and pharmacists all worked on the problem. Scientists worked with businessmen to bring us penicillin. Now in big laboratories all over the world, people who are specially trained grow mold in huge tanks. The tanks are bigger than Dr. Fleming's whole laboratory! Other trained people operate big machines that harvest the mold. Next, specialists treat the mold and make penicillin out of it. Even then penicillin isn't ready for those who need it. It must be checked, packaged, and sent to cities around the world. In the city, salesmen and druggists see that hospitals and doctors' offices are well supplied.

By accident, Dr. Alexander Fleming found a wonderful medicine. But penicillin was of little use until specialists worked to produce it in large amounts. Now in laboratories all over the world, penicillin is produced for those who need it.

The Story of Three Pats

by Irving Morrissett

Pat Wicks started to take off the back of the old alarm clock. As he removed the last screw he noticed some printing. It was almost worn off, but he could still read the name, "Pat Nos."

Pat Wicks liked to study the insides of things. And he had found that name, Pat Nos, or Pat Pend printed somewhere on most of the electrical gadgets he had taken apart. He thought that these two Pats must be just about the busiest men in the world. They had made so many things!

Pat thought it was funny. Pat Nos and Pat Pend made things, and when they broke, Pat Wicks took them apart and tried to fix them. So far he hadn't been able to put anything back together, but someday he would.

As Pat peered inside the works of the alarm clock, his father came into the kitchen. Pat picked up the back of the clock and showed it to his father. "Look here, Dad, Pat Nos made this."

Mr. Wicks took the clock part from Pat and looked at it. Then he smiled. "So you think Pat Nos is a clockmaker."

"Well, isn't he?" asked Pat. "You told me that producers put their names on what they make. Pat Nos has his name on most of the clocks I've seen, and on lots of other things. Pat Pend has his name on lots of things too. Who are they, anyway?"

"Well now," said Dad, joining Pat at the kitchen table, "do you know what an inventor is, Pat?"

Pat scratched his head. "Maybe. I'm not exactly sure," he said slowly.

Dad looked at the works inside the clock. There were many little parts—wheels and pins and a wire that looked like a piece of curled ribbon. Everything was fitted together very carefully.

"Now," said Mr. Wicks, "how do you suppose a clock like this one ever came to be made?"

Pat stared at all the tiny parts. "It looks awfully hard."

"It was," said his father. "The first man who made a clock like this had an idea that no one had ever thought of before. He thought he could make a wheel move so that each move would show a second of time. To make his idea work, he had to decide how to put all these parts together."

Dad pointed to the little metal ribbon that curled around and around. "This is the spring," he said. "This is what moves all the wheels in this kind of clock. When we wind a clock, this little spring curls up tighter and tighter. The spring in this clock is broken; that's why the clock won't work."

"I've got springs in my bed," said Pat, "but they don't look like that one!"

"They don't look the same," said Dad, "but they came from the same idea. Springs are used for beds and cars, clocks, and many other things. After someone invented the spring, other people began inventing different ways of using it. An inventor sometimes borrows an old idea, but he has to change it to fit his new idea. That's part of inventing."

"How do inventors make the parts they use?" asked Pat.

"Even after he gets an idea, an inventor may have a lot of hard work ahead of him. The man who invented this kind of clock may have tried dozens of different ways of putting it together. Sometimes an inventor spends years working on just one thing.

"Then, after he has spent lots of time and money, people may think that his idea was so simple that they could have thought of it themselves; but, of course, they didn't think of it."

Dad picked up the back of the old clock and pointed to the printing. "But Pat Nos helps inventors," he said. "Without Pat Nos, inventors might decide it's not worthwhile to work so hard inventing something."

Pat Wicks was happy to hear that. He thought of Pat Nos as an old friend. "But what does he *do?*" asked Pat.

"Well, when anyone invents a new thing or finds a way to make something better, he deserves a reward, don't you think?"

"Yes!" said Pat.

"Now, how do you think an inventor could be rewarded?"

"He could sell what he makes."

"That's right," said Dad. "But as soon as other people see how his invention is made, they could make the same thing. Since they don't have to spend money and time inventing the thing, they might be able to sell their copies of the invention at a lower price than the inventor could. That wouldn't be fair, would it?"

"No!" said Pat.

"Our lawmakers didn't think so either," Dad went on, "and that's how Pat Nos came to be. Pat really stands for *patent*, and Nos stands for *numbers*. When a person invents something, he can ask the government for a patent. The government's Patent Office studies new inventions. If the Patent Office finds that the invention is a brand-new idea, it gives the inventor a patent. Then no one can make the invention without permission of the inventor."

Pat laughed. "Pat Nos isn't a man; it's a thing!"

Dad grinned.

"Know what I'd do if I invented something?" asked Pat. "I'd sell it for a million dollars. And no one else could make my invention because Pat Nos wouldn't let them. Everyone would have to buy it from me."

Dad laughed. "I'm afraid you wouldn't have many customers, Pat. People would just do without your invention."

Dad looked at his watch. "I think it's about time for bed, Pat."

"But you haven't told me about Pat Pend yet."

"Well," said Dad, "after an inventor asks for a patent, the government may take a long time—even several years—before it decides whether to issue a patent. The government has to do a great deal of work to find out whether an invention or idea is really new, or whether someone else has had the idea before. If the inventor wants to make and sell his invention before the government gives him an answer, he puts 'Pat Pend' on his product. It means that the government is studying the invention."

"So Pat Pend protects inventors too," said Pat. "You know, Dad, I'd like to be an inventor someday."

His father smiled. "That would be fine, Pat. An inventor is a very important man. He is a man with ideas, and ideas change the world."

Amos Saves the Day

by Bettina Smith

Amos Brewster squinted up at the early morning sun. Is it seven o'clock yet? he wondered. Amos was eager to get to the factory. This was his first day as an apprentice.

Clop, clop, clop! There was Eben Wedge, the town peddler, riding on horseback along the hard dirt road. "Where are you going so bright and early, Amos?"

"To Mr. Whitney's factory," said Amos. "I'm his new apprentice. I'm going to learn how to make muskets."

"You mean Eli Whitney, the inventor?" asked Eben. "Well, good for you, lad. I know you've always been a great one for tinkering with gadgets. You ought to get along just fine with Mr. Whitney!"

He rode off down the road, his leather bags of odds and ends bouncing against the sides of his horse.

"I hope so," said Amos to himself. As long as he could remember, he had loved to take things apart and put them back together. Now he would have the chance to work in a real factory.

And there was the factory, right in front of him! Amos opened the door and peered in. He saw a man sitting in a corner, carving something. The man didn't see Amos. The boy coughed. The man kept carving. Amos tapped on the door. Still the man didn't look up. Finally Amos walked in and said loudly, "Excuse me, sir. Are you Mr. Whitney?"

The man jumped. "Why, yes, I'm Eli Whitney. Who are you?"

"I'm Amos Brewster, your new apprentice," he stammered.

Mr. Whitney stood up and smiled. Now his face looked very kind and friendly, and his blue eyes twinkled merrily. "Well, good morning, Amos. I'm glad to see you're an early bird like me."

Amos stared at the wooden shapes Mr. Whitney was carving. He couldn't figure out what they were.

"What's the matter?" asked Mr. Whitney. "Wondering what these are, are you? Well, I'm making a wooden pattern for each part in a musket. We're going to make our muskets from patterns in this factory."

Amos' mouth fell open. Who ever heard of making muskets from patterns? Everyone knew that only an expert gunsmith could make a musket, and he made it by hand! Amos thought this was a very strange gun factory indeed. He looked around the room again.

"What's wrong, Amos?" asked Eli Whitney, with a twinkle in his eye.

"Where are the muskets?" Amos asked.

The man laughed. "Oh, we won't have any muskets here for a long time. Workmen and machines will make all the different parts first. We won't put a single musket together until the end."

Amos knew that wasn't how muskets were made. Muskets were made one at a time. No two muskets were exactly alike. He looked puzzled.

"You think I'm crazy, don't you?" Mr. Whitney chuckled.

Amos jumped. "Oh no, sir. I just thought a gunsmith made guns one at a time, with his hands."

"No gunsmiths here!" said Mr. Whitney. "I've signed a contract with the United States government to make ten thousand muskets by the end of the summer. And I'm not going to use a single gunsmith. I've invented a better way to make guns."

He held up one of the wooden shapes he was carving. "This is a pattern for a trigger, Amos. When it's cast in metal, we can make as many triggers as we like. And they'll all be exactly the same. We'll make all the parts for the guns from patterns like this. Then, any part will fit in any musket. We'll be able to put muskets together in just a few minutes, after all the parts are made."

Amos was getting excited. He asked questions all day. Before he knew it, it was dark and time to go home. He whistled as he walked home along the dirt road. Eli Whitney was doing something new! Now Amos would learn how to make muskets a new and better way!

All through the snowy Connecticut winter, Amos, Mr. Whitney, and two workmen, Hiram and Zeke, worked at the factory. They all worked hard to cast each part of the musket into metal. Amos loved working in the factory. He often practiced putting finished parts of the guns together and then taking them apart. When he saw how all the parts fitted exactly, Amos began to understand what Mr. Whitney was doing, and why it was faster than the old way of making muskets.

And then suddenly there was trouble. There wasn't enough iron at the factory to make the barrels for the muskets. Mr. Whitney had the barrels made from his patterns by an ironworker in New Caanan, but the heavy spring snows slowed the work down. When June came, the barrels still hadn't arrived. Amos was getting impatient to see a real, finished musket in the factory. Would they really be able to have ten thousand muskets finished in three months?

One evening he plodded home, his head down, thinking hard. "Well, well, if it isn't my friend Amos!" said a loud voice behind him. It was Eben, the peddler, on his horse. "Hop up and I'll give you a ride home. You look tired." Eben leaned down and boosted Amos up to the saddle. "What's the trouble?"

"I'm worried about Mr. Whitney's gun factory," said Amos.

"Oh, that's right, you're his apprentice, aren't you? What's the big mystery in that place, anyway?"

"Mystery?" asked Amos.

"Oh, everybody in town knows he's making something in that factory of his, but nobody knows what."

"He's making muskets!" cried Amos. "He really is!"

"All right, calm down," said Eben. "But I'll believe it when you show me the muskets. Everybody in town thinks Eli Whitney is crazy."

Amos didn't even try to explain. Maybe there would never be any muskets. Maybe everyone was right.

The next day Mr. Whitney took Amos aside and said, "Amos, I'm going to New Caanan to pick up the gun barrels. I'll bring them back myself. All the other parts are ready, and I can't wait any longer. Now, I'll be back in three days, and I want you to take care of the factory while I'm gone. You know the most about what I'm trying to do here." He smiled at Amos. "In fact, I think you're the only one who believes that I'm really going to make muskets!"

Amos could feel his face turning bright red. He hoped Mr. Whitney would never know that he had doubted him, even for a minute.

Amos was proud to be in charge of the factory. While Mr. Whitney was gone he pretended that he, Amos, owned the factory. Over and over again, he practiced putting parts of the guns together. Soon he could do it in only a few minutes.

On the day that Mr. Whitney was due back, a visitor came to the factory. "Good afternoon, young man," said a tall man. "I'm Mr. Marshall, from Washington. Where is Eli Whitney?"

"He went to New Caanan. He should be back today," said Amos.

"Well, I'm here to check on the muskets he's making for the government. I've been sent to make sure the ten thousand muskets will be ready by the end of August. I'd like to see the muskets you've finished."

Amos' heart sank. If only Mr. Whitney were here! Amos took a deep breath. "Well, sir, you see, Mr. Whitney hasn't put together any muskets because the barrels haven't been finished yet. But everything else is ready. He'll have the barrels with him when he—"

"WHAT?" Mr. Marshall interrupted. "Do you mean to say he hasn't made a single musket? Why, it'll take him a year to make ten thousand guns. There aren't enough gunsmiths in the whole country to finish them all by September!"

"No, no," said Amos. "He doesn't need gunsmiths. Once he gets the barrels, he can put all the guns together in no time."

"Doesn't need gunsmiths to make guns!" roared Mr. Marshall. "I never heard such nonsense in my life. Look here, young man. You can tell Mr. Whitney that his contract with the government is canceled."

"Wait, sir. Please wait," cried Amos. He had to think of some way to keep Mr. Marshall there until Mr. Whitney returned. He just couldn't let Mr. Whitney down.

"Mr. Marshall, do you see those boxes over here?" asked Amos. "They hold the different parts of all the guns. Only the barrels are missing. If you hand me one part from each box, I'll show you how Mr. Whitney can make ten thousand guns in three months."

Mr. Marshall looked into the first box. "Why, there are hundreds of triggers here," he said.

"I know. Just give me any one," said Amos. And Mr. Marshall went down the line of boxes, handing Amos a part from each box. Carefully Amos fitted the parts together, his heart pounding. What if they didn't fit? Even though Mr. Whitney's patterns were perfect, one of the parts might be wrong if the workman's hand had slipped.

But everything matched perfectly. Amos handed Mr. Marshall a gun that was complete except for the missing barrel.

"Looks good," said Mr. Marshall, turning the musket over and over again. "Well, young man, I must say I'm impressed. I think I'll wait for Mr. Whitney, after all. Will you show me around the shop until he comes? I want to know how Mr. Whitney can make those parts so carefully that they all fit together."

Soon they heard the sound of wagon wheels outside. Mr. Whitney came dashing through the door. "Amos!" he called. "I'm back. Got all the barrels, too. Now we can start putting those muskets together!" He stopped suddenly when he saw Mr. Marshall.

"How do you do, Mr. Whitney. I'm Marshall, from the United States government. I came to check on your progress. I must say I was shocked at first when I thought you hadn't even started to work. But this apprentice of yours put a gun together in just a few minutes."

Mr. Whitney smiled at Amos. "Good lad, Amos. You saved the day. Now let's give Mr. Marshall a souvenir to take back to Washington." Taking a barrel, he quickly fastened it to the gun that Amos had put together, and handed it to Mr. Marshall.

"Never thought I'd see a thing like that!" said Mr. Marshall. "You've really got something there, Mr. Whitney, if you can shoot anything with it."

"Give it a try, Mr. Marshall. Amos, set up a target for Mr. Marshall out in back of the factory."

Quickly Amos piled up a few boxes. On top he put a small block of wood. "O.K., Mr. Marshall," called Amos.

Mr. Marshall walked outside. Standing some distance from the target, he carefully aimed the musket. Slowly he squeezed the trigger, and then BOOM! The musket's hearty voice cracked in Amos' ears.

"As far as I'm concerned," said Mr. Marshall, grinning, "you've got the finest musket for sale. I'm not a very good shot, but that bullet went straight to its target. I know now that our contract will be met with ten thousand fine muskets. And I'm sure you'll get more contracts soon, if you think you can handle them."

"Sure," said Mr. Whitney, "with a fine apprentice like Amos to help me. Soon we'll be turning out the best guns the Army has ever seen, won't we, Amos?"

"Yes, sir!" said Amos. And he beamed from ear to ear.

BIBLIOGRAPHY

Books

BARON, RACHEL. "Tom Thumb Races a Horse," pp. 54–60 in *Scientists and Inventors* (Vol. 11 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964. The teacher would have to read this story about the locomotive that Peter Cooper invented and its unsuccessful race with a horse. The story makes clear that an inventor's life is not easy; that inventions do not come fast; and that they may not be readily accepted.

———."What's the Matter with Dirt?" pp. 167–73 in *Scientist and Inventors* (Vol. 11 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964. Dr. Joseph Lister uses a new medicine to clean a wound on a little boy's leg; he believes that the medicine will destroy the germs that could damage the boy's leg or even kill him.

BARR, DONALD. *The How and Why Wonder Book of Atomic Energy*. New York: Grossett & Dunlap, 1961. The text is too difficult for second-graders, but the pictures, especially those on pages 40, 43, and 44, can be used to show uses for atomic energy.

BARR, JANE. *Dan the Weatherman*. Chicago: Albert Whitman, 1958. Tells of the weatherman and the equipment he uses to observe, record, predict, and communicate weather information. In doing his job he combines science and technology.

BARTLETT, MARGARET FARRINGTON. *The Clean Brook*. New York: Crowell-Collier, 1960. Attractive picture book with simple text about how a brook becomes clean as it passes through forest and meadow.

BENDICK, JEANNE. *All Around You: A First Look at the World*. New York: McGraw-Hill, 1951. A second-grade text about day and night, sun and moon, sky and clouds, storms, the year, weather, water, soil, and seeds. An open eye on nature.

———. *What Could You See? Adventures in Looking*. New York: McGraw-Hill, 1957. The teacher would have to read this book. There are a few pages on each of the following subjects: a desert island, a forest, outer space, a prospector, a farmer, a hunter, a sea captain.

Branley, Franklyn M. *A Book of Astronauts for You.* New York: Crowell-Collier, 1963. How and why astronauts are trained so carefully.

Epstein, Samuel and Beryl. *George Washington Carver: Negro Scientist.* Champaign, Ill.: Garrard, 1960. The teacher would have to read this movingly told story of an extremely gifted man, who devoted his life to science. His curiosity, his pursuit of knowledge in spite of difficulties, and his desire to pass on his knowledge to help make the world a better place are good for all children to know.

Farr, Muriel. *Children in Medicine.* Englewood Cliffs, N.J.: Prentice-Hall, 1964. "The Great Medical Explorer," pp. 63–67. The teacher would have to read this chapter, about Dr. Robert Koch, who discovered that germs outside the body are dangerous. Enough about Koch's childhood is included to make the story appealing to children.

Fenton, Carroll L. *The Moon for Young Explorers.* New York: Day, 1963. This text is of about third-grade level, but a good reader in the second grade might be able to read it. The teacher could also read it to the class and show the illustrations.

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"From Balloons to Spaceships," pp. 4–19 in *How Things Change* (Vol. 6 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964. The text, which the teacher would have to read, and useful illustrations show the development of aviation from balloons to jet planes.

Graves, Charles P. *Benjamin Franklin: Man of Ideas.* New York: Grossett & Dunlap, 1960. "Ben Flies Another Kite," pp. 43–48. In this lesson Ben increases his knowledge of nature, and later he disseminates his knowledge in *Poor Richard's Almanac.* The chapter on the almanac might be tied in with the printing press story in the lesson on ideas.

Greene, Carla. *I Want to Be a Scientist.* Chicago: Childrens Press, 1961. A simple text about a little boy who plants some bean seeds, observes them, and reads to get information about what makes beans grow. He is a young scientist.

Hinshaw, Alice. *The True Story of Your Body and You.* Chicago: Childrens Press, 1959. A book for good readers in the second grade. The style is lively and the illustrations good.

Hogben, Lancelot. *The First Great Inventions.* New York: Lothrop, Lee & Shepard, 1951. A little book for the teacher, showing the early appearance of an invention and its adaptations to the present day. The wheel, clothes from plants, written language, and many other subjects are treated.

———. *The Wonderful World of Energy.* Garden City, N.Y.: Doubleday, 1957. The text is difficult, but the pictures are colorful and informative, especially those on manpower (pp. 6–9), water (pp. 10, 66), wind (p. 29), steam (pp. 23–22), electric (pp. 38–47), and atomic power (pp. 48, 54).

Jonas, Arthur. *Archimedes and His Wonderful Discoveries.* Englewood Cliffs, N.J.: Prentice-Hall, 1962. An excellent story about a man who was responsible for many basic scientific discoveries. The teacher would have to read or retell parts of the book. She should emphasize the scientific contributions of a man who lived two thousand years ago. The children might enjoy performing some of the experiments.

Leaf, Munro. *Lucky You.* Philadelphia: Lippincott, 1955. Very good readers might be able to read this book about inhabitants of today's world of amazing inventions and a cave boy, whose life was much harder. The teacher could also read the book to the class, stopping to show the cartoons and discuss interesting points, such as how science has made life more comfortable and given us many more choices.

———. *Science Can Be Fun.* Philadelphia: Lippincott, 1958. With the help of the illustrations a good second-grade reader could get considerable information concerning the sun, earth, moon, growing things, water and its forms, simple physics, and some of the ways we use science.

Leon, Ann R. "I Haven't a Cent in the World," pp. 100–107 in *Scientists and Inventors* (Vol. 11 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964. The teacher would have to read this story about the man who invented (among other things) the safety pin. The inventor needs money to support himself and pay his expenses while he is studying and preparing his inventions; his life is often one of pain and sacrifice.

Lewellen, John Bryan. *The True Book of Moon, Sun and Stars.* Chicago: Childrens Press, 1954. Simply written text.

MacDonald, Golden. *The Little Island.* Garden City, N.Y.: Doubleday, 1946. On a small island one can see what happens to the animals, plants, birds, and insects during the cycle of the seasons.

Meeker, Alice M. *How Doctors Help Us.* Chicago: Benefic Press, 1964. Simple text tells about some medical specialists. There is so much for medical men to know that it is necessary to have specialists. They use the discoveries of scientists and the medicines that the manufacturers produce.

Meeks, Esther M. *Jeff and Mr. James' Pond.* New York: Lothrop, Lee & Shepard, 1962. A good second-grade reader might read and retell this story about how a natural balance was achieved on this pond.

Miner, Opal Irene Sevrey. *The True Story of Plants We Know.* Chicago: Childrens Press, 1953. Simple text and clear, colorful illustrations give an interesting introduction to the parts of plants, how plants grow, plants we eat, and plants we use in other ways.

Myller, Rolf. *Rolling Round.* New York: Atheneum, 1963. A fantasy that the teacher might read to the children about the invention of the wheel.

Notkin, Jerome J. *The How and Why Wonder Book of Machines.* New York: Grossett & Dunlap, 1960. A picture book with a text too difficult for second-graders. The pictures could be projected with an opaque projector to show the uses of the principle of the wheel. Various kinds of energy are needed for these machines.

Phillips, Eleanor. *About Oil.* Chicago: Melmont, 1955. Second-graders can use the text and pictures.

Pine, Tillie S., and Levine, Joseph. *Gravity All Around.* New York: McGraw-Hill, 1963. The book presents experiments that one child might read about and perform and then report to the class.

Podendorf, Illa. *My Easy-to-Read True Book of Science Experiments.* New York: Grossett & Dunlap, 1959. A second-grade book offering simple experiments on air, magnets, water, sound, heat, and cold. Children would have fun with the experiments, and the book should stimulate a sense of wonder and curiosity.

———. *The True Book of Plant Experiments.* Chicago: Childrens Press, 1960. A second-grader could read this book about plants, seeds, and woodland plants such as mosses and mushrooms. These are easy experiments in the scientific method.

———. *The True Book of Space.* Chicago: Childrens Press, 1959. A good second-grade reader might be able to read this text about space and inventions that help us to explore far away from the earth.

Radlauer, Edward. *About Atomic Power for People.* Chicago: Melmont, 1960. The photographs of the equipment will interest the children.

Selsam, Millicent E. *Greg's Microscope.* New York: Harper & Row, 1963. A second-grade science text, written with humor, about a little boy's discovery and exploration of the world by means of a new microscope.

———. *Nature Detective.* New York: Wm. R. Scott, 1958. Illustrations and text help to spur the child to greater awareness and sharper observation of tracks and clues in nature from which events or stories can be reconstructed.

———. *Terry and the Caterpillars.* New York: Harper & Row, 1962. A discovery of nature by a little girl who keeps three caterpillars in a glass cage through the winter. Encourages careful observation by the child.

Shannon, Terry. *About the Land, the Rain, and Us.* Chicago: Melmont, 1963. The teacher would have to read this book about the soil, which is the starting point in the food chain. The well-organized material will certainly interest second-graders. The charts might be shown to the class and discussed.

Shapp, Charles and Martha. *Let's Find Out About Air.* New York: Watts, 1963. A simple and brief text, with good illustrations, presents various experiments that a child could perform to discover some of the characteristics of air.

Simpson, Willma and John. *About Pioneers: Yesterday, Today and Tomorrow.* Chicago: Melmont, 1963. The text is of about third-grade reading level. Pioneers are regarded as people who change things to improve them; hence we can all be pioneers.

Stahm, Sara. "The Last Hope," pp. 225–29 in *Scientists and Inventors* (Vol. 11 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964. Using a new vaccine, Dr. Louis Pasteur treats a boy who has been bitten by a rabid dog and the boy recovers. Pasteurization is named after Dr. Pasteur.

Waller, Leslie. *American Inventions: A Book to Begin On.* New York: Holt, Rinehart & Winston, 1963. The teacher might read this for her own interest and then retell parts of it to the class. The point is made that inventors' ideas are related to the needs of the growing country.

Weir, Ruth Cromer. *Science, Science Everywhere!* New York: Abingdon Press, 1960. Two little children start out on a scientific discovery expedition.

Whittaker, Judy. "The Mysterious Paper Tube," pp. 40–44 in *Scientists and Inventors* (Vol. 11 of *Childcraft*). Chicago: Field Enterprises Educational Corp., 1964. A doctor gets an idea for a medical instrument from watching some children at play.

Windle, Eric. *Sounds You Cannot Hear.* Englewood Cliffs, N.J.: Prentice-Hall, 1963. The teacher would have to read or retell this. Pages 15 to 20 are devoted to scientists engaged in pure research on sounds we cannot hear; on page 56 there is an account of a device with which Leonardo da Vinci could hear ships a great distance away. The book also tells of scientists who work with birds and animals to discover how sound can be used for "seeing." The last chapter is titled "Ultrasonics: Today and Tomorrow."

Films

Energy Does Work. 11 min., sound, b & w $60, color $120. Coronet, 1961. Shows ways in which energy is fuel for human labor and machines.

Exploring the Ocean. 11 min., sound, b & w $60, color $110. Churchill, 1961. Shows the instruments used in underwater exploration, fish found at great depths, the ocean floor, underseas mountain ranges and canyons, and mineral resources and their importance. Intended for older children, but contains much the class could understand.

How Machines and Tools Help Us. 11 min., sound, b & w $60, color $120. Coronet, 1954. There are three ways of lightening our work: we can use tools to make our muscle power more efficient; we can harness natural forces—wind and water—to work for us; we can build engines and motors to drive machines.

Space Flight Around the Earth. 11 min., sound, b & w $60, color $120. Churchill, 1963. Shows preparations for launching, the flight, and the return of a space capsule. The astronaut is shown entering the capsule. There are good views of the complicated equipment needed to launch and control the rocket and the capsule, and of the earth as seen from outer space.

Your Friend the Water (Clean or Dirty). 6 min., sound, color $60. Encyclopaedia Britannica Films, 1954. An animated cartoon showing the benefits of clean water and the consequences of polluted water. A little boy travels through the water pipes to the reservoir and then up to the source of the water on a mountain.

Materials of Interest to the Teacher

National Geographic Magazine. If the school has an opaque projector, the following pictures can be shown.

Types of Power

Animal power: February 1965, pp. 254–55, 263, 266–67; April 1965, pp. 423, 564–65; May 1965, pp. 690, 706–7. Manpower: May 1965, pp. 557, 667. Wind power: March 1965, p. 327; May 1965, pp. 584–85. Steam power: May 1965, p. 663. Electric power: March 1965, pp. 356–57, 370–71; May 1965, pp. 612, 614–15. Oil and gasoline power: February 1965, pp. 178–79, 264–65; March 1965, pp. 408–9, 412–13; May 1965, advertising page (jet engine being carried to an aircraft plant on a truck). Nuclear energy: February 1965, pp. 151–52, 154–55.

Types of Exploration

Explorations of the past: February 1965, pp. 203–5. Explorations of space: January 1965, pp. 123, 131, 134–36. Explorations of polar regions: February 1965, pp. 184–85, 254–55. Explorations of jungles: May 1964, p. 692. Explorations of mountains: February 1965, pp. 284–85. Explorations of ocean depths: April 1965, pp. 531, 536, 540, 542–45.

Part III

We Go to School to Learn About People

PURPOSE OF THE LESSON

1. To help the children understand that schools help us to learn about people.
2. To help the children discover—
   - *a)* How people all over the world are similar:
     - (1) They need food, clothing, and shelter.
     - (2) They live in families.
   - *b)* How people all over the world are different:
     - (1) They do not look alike.
     - (2) They do not speak the same languages.
     - (3) Differences in land and climate make them live in different ways.
3. To help the children discover that people live differently because they have different ideas about—
   - *a)* How they live in families and with other people.
   - *b)* How they use their land and talents to produce goods and services.
   - *c)* How they share goods and services.
   - *d)* What is more important and what is less important.
   - *e)* How to make rules and choose rule makers.
4. To help the children understand that ideas are not inherited, but learned from other people.
5. To help the children understand that if we can understand why people live as they do, we shall be better able to deal with what we find in life.

ACTIVITIES

1. To better understand that people in various parts of the world are similar in many ways and different in other ways, the class should look at "A Letter from Pakistan" on page 172 of the text. Before beginning to read, the children should locate East Pakistan on a globe and see its location in relation to the United States. After the class has read the story and studied the illustrations, the teacher can raise the following questions for discussion.
   - *a)* How do Mabu's family make their living?
   - *b)* What do they eat?
   - *c)* How do you think Mabu's family get most of the goods and services they need? Do they produce them themselves or buy them with the income that Mabu's father earns?

d) How do they clothe themselves?

e) What kind of house do they live in?

f) Which members of Mabu's family live in his home?

g) What language do Mabu and his family speak?

The discussion of the above questions should lead the children to discover that Mabu and his family have the following in common with our own families.

a) They have to do useful work for their livelihood. (They are producers.)

b) They need food, clothing, and shelter. (They are consumers.)

After the above two generalizations have been discussed, the children should go on to discover how Mabu's family differs from our families.

a) They speak a different language from ours.

b) They have to work very hard just to produce enough food to eat. They have little left over to sell. They earn very little money with which to buy things. (Some of the reasons for the family's poverty can be discovered from the illustrations. Their soil is not good, and the tools they use are much simpler than ours. Therefore they cannot produce as well as we can.)

c) More of the relatives live together there than would in our families. Mabu and his parents share the home with cousins and Mabu's sister's husband. In America, families usually consist of father, mother, and children.

2. To reinforce the understanding of similarities and differences between peoples, the class can draw pictures showing features of Mabu's family and their way of life that are similar to ours, and pictures showing features that differ from ours. These drawings can then be assembled into a pair of murals, one entitled "How Mabu's Family in Pakistan Is Like Our Families" and the other entitled "How Mabu's Family Differs from Our Families."

3. To demonstrate the idea that people in different places may live differently because they have different ideas about living in families, the teacher can set up two groups of children. One group should have two boys and two girls. They will represent an American family consisting of a father, a mother, and two children. The other group should be much larger, representing a father, a mother, children, and many relatives—all one family group living under one roof. Other members of the class will represent potential employers, who have jobs to offer. First they offer a job to the father in the small family. After talking it over with his family, he announces which jobs he might accept. The employers then ask if he will move his family to another city for the job. If the job is good, the father may do so. Then the same offers are made to the large family group, with the same terms. This family will find it very hard to move an entire group for one man's job. Moreover, only the father can move the family; other men in the group—cousins, in-laws—must live wherever the whole group lives. After the scenes have all been acted out, the class should discuss how much more mobile the smaller family is. They should be aware that although there is mutual security in the large group, mobility is limited. Such limited mobility may prevent people from finding the job they are best suited for. This style of living is common in some parts of the world.

4. To help the children discover that people's skills and understandings differ not only between people of different countries, but also between people who live in the same country, the teacher can read "Two Letters from Guinea" to the class. Before reading the letters, the teacher should set the scene by showing on a globe where Africa and Guinea are in relation to the United States. The class should then turn to "Let's Take a Trip" on page 170 of the text. Discussion of the photographs should at this point be limited to descriptive comment; analysis of the Guinean scenes should be held off until after the reading of the two letters. After the two letters have been read to the class, the following questions can be raised for discussion.

a) Does everyone in Guinea speak the same language?

b) What can happen when people who live in different parts of the same country speak different languages and cannot understand each other? (There is less trading of goods and ideas. People are suspicious of each other, and so they do not divide the labor, although to do so would produce more. Their lack of communication within the country can keep the people from working and trading together, and can keep their country poor.) Why have the people in Guinea kept their own languages? (Lack of roads and transportation has kept the people apart. When people stay apart from each other, they cling to their old languages and customs.)

c) How does Sory's family live? How does Ladji's family live?

d) What is good about Sory's big family living together? (They can support each other.)

e) What is bad about the big family living together? (They do not look for friends or jobs away from home or their town. The lack of exchange and the remaining in one place keep the country from growing.)

f) How do Sory's family earn their livelihood? (Farming.) How might Ladji's father earn his livelihood? For whom might he work? (Government, industry, merchants.)

g) Which of the two families has more choices? Why? (Cities offer more choices.) Would this be the case in every country?

h) How is the labor divided in Sory's village? (According to age and sex.) How is the labor probably divided in the city in which Ladji lives? (According to the people's special skills.)

5. To reinforce the purposes of Activity 4, the teacher can read "Two Letters from Peru" to the class. Before reading the letters, the teacher should set the scene by showing on a globe where Peru is in relation to the United States. The class should then turn to "Let's Take a Trip" on page 171 of the text. Discussion of the photographs should at this point be limited to descriptive comment; analysis of the Peruvian scenes should be postponed until the reading of the two letters. After the letters have been read to the class, the following questions can be raised for discussion.

a) What is the big difference between the way Rosa lives in the city of Lima and the way Huascar lives on the farm in the mountains?

b) What kinds of people live in the city of Lima? (Spaniards, Indians, Japanese, Chinese, Arabs, Italians, and others.) What could be the reasons so many different kinds are there?

c) What kind of people live in Huascar's village? (Indians.)

d) How do the people in Lima earn their livelihood? How do the people in the village earn theirs? How is the labor divided in Lima? (According to people's special skills.) How is it divided in the village? (Within the family, according to age and sex.) Which division of labor produces more goods in less time?

e) Why do Huascar's family have to work so hard? (They have poor land, a hard climate, little education, and poor tools.)

f) What do the children in the village do in their free time? (They make toys and flutes.) How do the children in Lima probably get their toys? (They buy them, as most of us do.) What is good about making your own toys? (You have a chance to develop a sense of form and color, and to use your imagination.)

g) Which child, Rosa or Huascar, lives most like you? Why?

6. To help the children understand that the principles of price changes resulting from changes in supply and demand may be at work in simple markets, the teacher can ask the class how the people in the Peruvian village described sold the goods they produced. The children should be able to explain where the goods were sold, and how the goods were gotten to market. The teacher can then describe the local market: Producers bring their goods to the town square to sell. Consumers come to the market and go from display to display until they find the best bargain in what they want. Usually sellers and buyers bargain with each other. The seller wants to sell at the highest price and the buyer wants to buy at the lowest price. The price will depend on the number of buyers and sellers, the quantity brought to market, and the quantity demanded. Prices would

be likely to fall just before the market closed, because the sellers would not want to carry their goods back up the mountains to their villages. When the market has been fully described, preferably with pictures, members can act out scenes in such a market.

7. To review for the children the principles of a simple market, the teacher can designate fifteen children to act out a market situation. Three children will be sellers, each with three baskets of fruit to sell. They are each told to post a price anywhere between $1 and $2. The other twelve children are buyers. The first buyer is allowed to spend up to 80 cents, the second up to 90 cents, the third $1, and so forth until the twelfth, who can spend $2. Since the sellers will probably start with a price of $2 and the buyers are limited in their funds, open bargaining should soon ensue. A second market can be enacted after the completion of the first. When all the fruit has been sold, the class should analyze what happened, leading to the generalizations described in Activity 6.

8. To help clarify their understanding of the working of the free market, the class can review the stories in Lesson 7, "Stores in the Neighborhood," and Lesson 8, "Factories in the Neighborhood." The teacher should ask how it was decided what was to be sold by the stores and factories. The children will see that the decision was based on what people wanted to buy—in other words, the market. At this point the teacher or members of the class can retell the story of the king and the poet in Recorded Lesson 14. In this story the king decided what would be produced, and the people were not asked what they might want. The class should then study the pictures on pages 158 and 159. The great activity in the market in the second picture was possible because the king no longer ruled, and the people could decide for themselves what they wanted. The teacher should point out that there are still countries today where rule makers decide what shall be produced, without asking the people what they might want.

9. To help the children understand that in many parts of the world people work hard just to produce enough to eat, the teacher can teach the song "Planting Rice" to the class. The class can then review the reasons why some people produce so little. (Some reasons are lack of division of labor, lack of tools, lack of education, and unfavorable land and climate.)

10. To help the children discover that in different parts of the world people behave differently because of customs and ideas (as well as because of land and climate factors discussed in preceding activities), the teacher can present the following customs for discussion.

    a) To signify yes, American children learn to nod up and down, and to signify no they learn to shake their heads from side to side. In Borneo, however, children learn to raise their eyebrows to say yes and draw their eyebrows close together to say no.

    b) When American children get hurt, they may cry in order to get comfort from someone; in certain parts of Africa, children are taught to feel better if no one sees them when they get hurt.

    c) In America, when two boys are angry with each other they may fight or wrestle. In some Latin-American Indian tribes, two angry boys would bang sticks on a rock and yell at each other. The first to break his stick would be the winner. Eskimo villages often settle their differences by a tug of war.

    After the customs have been discussed, the class can prepare drawings for an exhibition to be titled "People Behave Differently Because They Have Different Ideas and Customs." After completion of the exhibition, the class can discuss the following reasons for understanding other people's behavior: We want to better understand the world we live in. We may decide to use some of their customs and adjust them to our own way of living. We may adjust some of our customs to theirs, particularly if we visit or settle in a foreign country, or have personal contact with people from other countries.

11. To reinforce the study of foreign customs described in Activity 10, children who have parents from other countries can interview their parents, or the class can interview children in the upper grades who come from other countries. They should ask what customs and ideas visitors from abroad have found particularly difficult to adjust to in our country.

12. To help the children better understand the importance of differences between peoples, the teacher can involve the class in the People-Story Game. In calling on the class to supply the missing words or phrases, the teacher should indicate that there is usually more than one possible choice for an opposite word. He should, in fact, encourage a confusion of answers, with many of them being considered right. This variety of possible correct responses should help the children become aware of the great variety among human beings.

13. To help the children understand that talent does not depend on physical appearance, the teacher can read them the story "Mr. Dense and the Bridge," after which the class can discuss the bridge builder's mistake. They can then suggest and act out similar situations in different contexts.

14. To help the children discover that what people know depends on their experience and how they use it (not on their physical appearance), the teacher can present the class with the following problems for discussion.

    a) The teacher cuts various animal tracks from colored paper, places them on the classroom floor, and asks the class to identify them. After their attempts, the teacher comments that children who live in the jungle would probably pass this test with ease, because they have to know these tracks in order to survive. He then asks the class, "Does this mean that you are not as smart as the jungle children?" The answer is no. The teacher explains that the jungle children could identify the tracks not because they would be smarter, but simply because these tracks would be a part of their experience.

    b) The teacher draws on the blackboard a top view of an airplane that has only one wing. He asks the class what is wrong with the plane. After the correct answer has been given, he asks whether the jungle children, who may have had little experience with airplanes, could have answered the question as easily. He then asks the class, "Do you think that just because you can answer this question more easily than the jungle children, you are smarter than they?" Again, this is not what the ability to answer the question means, because American children have a lot of experience with airplanes and the jungle children do not.

    c) The teacher tells the children, "Pretend that you are hunting in the frozen North, as the Eskimos do. You are many miles away from home. After days of travel, you want to return. But there are no tracks, trees, or landmarks, and no instruments are available. Could you find your way home, as the Eskimo hunter does?" The class will admit difficulties, because we are used to having landmarks, maps, and compasses to find our way. But, having no landmarks, the Eskimo uses other indications of direction. For example, he notices the way the wind blows the fur at the edge of his parka. The teacher asks, "Does this mean that the Eskimo is smarter than you?"

    d) The teacher tells the children, "Pretend that you are going out to pick berries. Could you tell which berries would be good to eat and which ones would make you very sick?" Most children would have to say no. But Bushman children in Africa would know all the berries in their part of the world. Does this mean that the Bushman children are smarter? This is not what it means. If the children in the class had grown up in Bushman families, they would know how to tell good berries from bad. (For more details on the Bushman family way of life, the teacher can use Lesson 3, "Families Are Different," in the Resource Unit "Families at Work.")

    e) The teacher follows up the preceding problem by asking the children, "Who do you think can read, write, and count better—you or the Bushman children?" The class will conclude that they can read, write, and count better. Does this mean that they are smarter than the Bushman children? No, because the Bushman children have little need of reading, writing, or arithmetic; they make their livelihood as food gatherers.

    f) The teacher asks the class to pretend that they have a new classmate from India. Then the teacher asks, "Who was George Washington?" All the children would raise their hands except the child from India. He might not know who George Washington was. Does this mean the Indian child is not as smart as the others? No, because in

Indian schools the children learn different things from those we learn. The teacher might point out, "The Indian child knows who Gandhi was. Do you?" After these problems have been discussed, the teacher can write on the blackboard the children's discoveries:

(1) Some people know more than others about some things.

(2) Other people know more about other things.

(3) Their knowledge depends on where they live and how they live.

15. To help the children realize that the discovery they made in Activity 14 also applies in our own country, the teacher can raise the following questions for discussion.

    a) Would city or farm children know better how to grow corn, wheat, cotton, or oranges, and how to protect them from disease?

    b) Which of these would have seen more of subways, museums, zoos, and tall buildings?

    c) Which would know more about how to make chickens lay more eggs?

    d) Who would speak more languages—someone who has lived in many countries or someone who has never left his hometown?

16. To help the children discover how difficult it is to understand others if we do not know their language, the teacher can have the class listen to foreign language radio programs, records, or speeches by visitors. The teacher could also surprise the class by giving instructions in a foreign language. Since the children will not understand him, he can repeat the instructions with a pretense of increasing irritation. When the children point out that they cannot understand what he is saying, the teacher should explain that this incident shows how unpleasant it is when you do not understand what people are trying to tell you. He should point out that immigrants who have come to our country may have spent many months and years learning our language; and that that period may have been an unhappy one for them because it was hard for them to understand us and for us to understand them. Further discussion of the problem can lead to the story "The Amarillo Bus," presented in Part I of this lesson.

17. To reinforce the children's understanding of the difficulties of living where the language is unfamiliar, the teacher can ask whether any members of the class have been in such a situation. Children who have traveled or lived with their parents in a foreign country can tell stories about difficulties they have had. The class can make up their own stories about going to school in a country where they did not know the language. After listening to some of the stories, the class might tell what they could do to help a foreign child in their school.

18. To bring out the importance of learning other people's languages, the class might speculate on what would happen if no one knew any other language than his mother tongue. (People could not trade goods or ideas. We in this country would have to do without many things we enjoy, because they come from countries in which other languages are spoken. Being unable to discuss differences with other countries, we would have less chance for peace in the world.) The children could prepare stories and drawings about what could happen if people did not understand each other's languages.

19. To learn what the major language areas of the world are, the class can prepare a display map on which colors or flags show these areas. They are indicated in good world atlases.

20. To develop an understanding of the important role schools play in the learning of languages, the class might visit the language laboratory of a nearby secondary school to observe and experience how students learn foreign languages. If such a trip is not feasible, the teacher can play in class phonograph records of foreign language lessons.

21. To call attention to the contributions made by translations, the teacher can, with the help of the school librarian, prepare a display of children's stories that have been translated from foreign languages. If possible, the stories should be displayed in the original language alongside the English version. The librarian might also tell the class a story from foreign literature, preferably one that has been translated in a way that conveys

the different, and perhaps more formal, character of the language and people.

22. To help the children discover how people are trying to overcome language barriers, the teacher can show them materials explaining the technical operation of the United Nations meeting halls. (Even as each delegate speaks, skilled specialists are translating his words into other languages, which the audience hears by earphone in a choice of languages, selected by pushing a button. In some large metropolitan cities, similar equipment is available for international business and educational meetings.) If a major data-processing company maintains offices nearby, the teacher may be able to obtain material on high-speed translation done by computers, which presently translate English into Russian at a rate of 1800 words a minute.

23. To help the children discover that because people have different ideas about what things are important, they use their savings in different ways, and that the way they use their savings affects the amount of goods that is produced, the teacher should present to the class for study the following descriptions of how three different peoples saved their wealth.

    a) In India, people for many years hoarded their savings in the form of gold. Indian princes hoarded a tremendous amount of precious stones and jewels, which they believed were wealth. Unlike Americans, they did not consider savings a source of income. They did not put their savings in banks where other people could use them and where they would bring income to the savers. The rulers and princes had more gold and jewelry and costly clothes than they could wear. They hoarded these precious things. They built magnificent palaces. The poorer people wore their gold on their bodies, as bracelets or bangles.

    The class can represent this situation by means of drawings or playlets. They can also prepare an exhibit, from sources such as *National Geographic* magazine, showing this form of wealth.

    The class should discuss what happens when wealth is hoarded. (People's hard work and time are used up to produce jewelry and palaces as luxuries. This work and these materials might have been used for the production of tools that could be used to produce goods faster for many people. That would have provided jobs and income for many people.)

    b) The Kwakiutl Indians lived in the northwestern part of our continent. Before their old way of life died out in the past century, they had some very unusual customs. They cared a great deal about how much honor each chief could acquire. One way a chief could acquire great honor was to invite other chiefs to a feast, at which he would publicly smash and burn many of his possessions. The other chiefs would then have to destroy even more of their own possessions, or else admit that he was a greater chief than they. The chief who destroyed the most would be considered the greatest chief.

    The class can make up a playlet about such a contest. Two tribes of five or six children each can challenge each other to a contest. Then each tribe goes to a different part of the room, where they draw and cut out as many canoes as they can in a specified time. The contest is now ready to begin. One tribal chief says, "I am the great Chief Throw Away. I can destroy more canoes than you can, Chief Many Goods. Our tribe is a great people. I will smash five canoes." Chief Throw Away thereupon tears up five canoes and throws them into a wastebasket. (To dramatize the wastebasket's role as a public fire, burning flames can be drawn on paper and taped to the basket's rim.) Chief Many Goods rises proudly and scornfully says, "Many Goods is a person of great riches. His tribe has great riches. Five canoes are nothing to him." Chief Many Goods throws five canoes into the fire. Then Chief Throw Away says, "No one is as rich as I am. These seven canoes I easily throw into the fire." This practice then continues, Throw Away initiating the destruction of a number of canoes and Many Goods matching him, until one chief has run out of canoes or decides to stop. This chief has lost the contest, and his rival is proclaimed greatest chief. Another tribe may then challenge, or the defeated tribe may announce a return contest. The class should discuss the Kwakiutl idea of bringing honor to their tribes by destroying their goods. The Kwakiutl Indians put more importance on the honor gained by destroying goods than on increasing the goods available for the tribe's use. The class may discuss whether they think it is wasteful to care more about being honored by others than about having useful goods.

c) In our country, the pioneers and the craftsmen of pioneer days used their time and materials to build better tools and to open more land for farming. Because they used almost all their time to produce tools or increase farmland instead of producing luxuries, those tools (or factories) and those bigger farms were able to produce jobs and goods for more people. They thought it was very important to use their savings to make tools that would produce goods faster. Luxuries were not important, nor was the honor that came from showing wastefulness. Instead society rewarded thrift.

The class can make up a playlet about a pioneer family in which the mother asks the father to build more furniture for the cabin. The father decides that he and his son have too many more important things to do. They must fix the barn, build fences, cut down more trees to clear fields, and make a better plow. Fancy furniture will have to come later. As a variation emphasizing a different kind of pioneering, a similar playlet can be acted out involving an immigrant family. The point of this playlet would be that the head of the family is saving very carefully from his small income in the hope of one day having his own small business. While the family were saving so carefully, they were deprived of all but necessities.

24. To help the children see that as ideas are exchanged, the differences between people become less, the teacher can play the following game with them.

The teacher shows the class photographs of cities, villages, and people that have been taken from various magazines. The children have to guess whether the pictures show scenes in America or in foreign countries. A careful selection of pictures should lead the children to discover that differences between American and foreign scenes and families are harder to find in pictures of urban environments than in pictures of rural environments.

25. As a review of the work covered in this lesson, the class should study "What Did We Learn?" on page 177 of the text. They should be able to relate each generalization to some of the cases and examples discussed during the lesson.

26. The following activity can be completed in the Activity Book.

14F: "How Much Do You Know?" The purpose of this activity is to bring out the ways in which environment and cultural differences influence what people learn. Most of the children should be able to write their name, work the arithmetic and map problems, and define the word *horse*. They should automatically choose the steer as the answer to No. 8. The rest of the fill-ins require knowledge of a particular environment or custom with which they may be unfamiliar. Children in a rural area may be able to identify the grain pictured as barley. Children who have grown up in forested areas might identify the bear tracks. German children would know that *Pferd* means horse. In some parts of the world people eat snakes rather than beef cattle. In India, for example, cattle are considered sacred and are not used for food. After the children have written the answers they know, the teacher should point out that children who live in different places learn different things.

STORIES, POEMS, SONGS

Two Letters from Guinea

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Imama (ee-ma-ma)! This is hello in my language, Soussou. My name is Ladji. I am ten years old and have always lived in Conakry, the capital of my country. Conakry is a new capital and most of the larger buildings have been built in just the last few years.

It has a very busy port and a business section. There are stores and schools and cinemas. Part of the city is set aside for the government, with its own apartment buildings where government employees live.

Conakry is gay and bright. The houses, built of cement and stone, are painted in different colors. The trees are green and flowers bloom all the year round. The spring, which begins in March, is hot and humid. The rains come from June to October, but in January the weather grows quite cool. We spend most of our time outside when we are not in school.

I have a big family and we all live together—my grandfather and grandmother, my uncles with their wives and children, and my parents and brothers and sisters. In our country, cousins are just like brothers and sisters. We all grow up in the same family and go to school and play together, even though our fathers make their living in different ways and different places. My grandfather and my father, for example, work at the port, but my two uncles have a farm outside the city where they spend the day in the fields. Our food comes from this farm and the money my father and grandfather earn is used for the things the family has to buy.

In school, after we have learned to read and write, we study arithmetic, geography, and history. Our schools are conducted in French, which is the country's official language. In the different parts of the country, each people speaks its own tongue and it will soon be part of our studies to learn at least two of these before we graduate from secondary school.

Boys and girls learn the same things in elementary school, but when they get older, girls must spend part of their time on domestic science.

In the evenings and on weekends we sit outside under the trees and tell stories and sing. Sometimes we boys play ball and everyone in our country loves to sing and dance and play the tom-tom. On holidays the whole city joins in. One festival, held all along the seacoast, comes every year when the fish start running and the fishermen go out in their boats. Another one is very old and is celebrated only in Conakry, in a big square in the city called the Place Basikolo. In this square grows a great tree known as the "sacred tree," because it was supposed to be the home of the guiding spirit, or genius, of the peninsula on which Conakry was built. Before the festival the children sweep the square and see that it is clean and neat. All Conakry spends the day there, singing and dancing and eating and drinking in the open air.

Isokhome (esso-hómay)! I am Sory, and my home is in a small Malinké village in Upper Guinea. My family does not live all together in one house—we have a group of huts in a village surrounded by a wall made of reeds. I am ten years old and so I still live in my mother's hut, but when I am thirteen, and have passed the ceremony of initiation into manhood, I shall have a hut of my own. Our hut is round and it has one room, a thatched roof, and no furniture. From the middle of the ceiling my mother hangs a calabash—or hollow gourd—to hold our drinking water.

Almost everyone in our village is a farmer, and most of us spend some time working in the rice fields. Occasionally during the planting, whole families camp beside the fields to protect the new crop from the birds. At harvesttime we children have a special job to do, for when the grain begins to ripen, the flocks of wild birds are again a danger. We chase them away from the fields with our slingshots. The younger children run after the birds, shouting and banging on big pans to scare them away.

Music and dancing are very important to us and are usually accompanied by drumming. For instance, in December, when the rainy season ends, we have a big rice harvest festival. It is hard work, but a happy time for everyone. The farmers harvest all day long to the beat of the tom-toms, and they sing as they work. The tom-tom player works as hard as anyone, beating his drum, and it keeps us from getting tired. Of course I do not reap yet, but I follow my father and collect the stalks that he cuts. The younger children do such chores as fetching water for the thirsty harvesters.

At noon we rest while the women and girls bring steaming food out from the village for our lunch. At night, when all the harvest is in, the whole village celebrates with singing and dancing . . . and of course, the tom-toms.

Two Letters from Peru

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Buenos días! I am Rosa. My parents gave me that name because I was born on the day of Lima's patron saint, Santa Rosa de Lima. I am twelve years old and I go to the American Nuns' School, for my father wants to me to learn English well. We have classes morning and afternoon, with a break for lunch, which is served at school. Since little girls in Lima are never allowed to walk on the streets alone, a big school bus picks us up at home and brings us back at five. Then my brothers are home from school too, and we children have our dinner. We eat alone, because the grown-ups dine very late—between ten and eleven o'clock at night. After dinner we do our homework and have time for play before bed—a game of feather ball or hide-and-seek or tag.

On Wednesday afternoons we have no classes, so I have time to go shopping with my mother. I love the center of town! Lima was the residence of the Spanish viceroys for three hundred years after the Spaniards conquered Peru, the empire of the mighty Incas. The Spaniards built wonderful churches and cloisters. Since Peru was so rich in silver and gold, everything was gilded or silver-plated: the altars, the carved wooden walls inside, and all the statues. Also there are still many old mansions with cool Spanish patios and wooden balconies overlooking the streets. I can imagine that the fine ladies who lived in them liked to watch what went on in the streets as much as I do. It is very likely, especially around the Central Market.

One of the interesting things about Lima is that so very many different nationalities live and work there. In the market, for instance, the Indian women sit on the sidewalks selling fruit and vegetables spread out on handwoven cloth before them. The Japanese cultivate beautiful flowers and vegetables for sale all year round, since our winters are never cold. The Chinese sell meat and groceries. The Arabs make all kinds of men's clothes, and the Italians have delicious sausages, pickles, and salads in their shops.

All nationalities, however, gather together for the religious feasts of the city, especially the famous procession of Nuestro Señor de los Milagros (NWES-tro sen-Yor de los mee-LAH-gros). This takes place once a year for three whole days. Everybody falls in line behind the precious heavy silver shrine containing a picture of Christ. This painting was made in the sixteenth century and a marvelous story is connected with it. A Negro artist was at work on the picture when suddenly there was a terrible earthquake that destroyed the church and caused the death of thousands of people. The artist was spared, according to the legend, because Christ, the *Gran Poder*, saved his life. The procession commemorates this event.

The streets are covered with rose petals, and at the corners of the old sections of town there is a fragrance of frying *anticuchos* (AN-tee-KOO-chos), or pieces of beef heart, and *picarones*, a sort of doughnut. The air of the whole city is heavy with the smell of smoke, frying fat, sweets, candies, and incense.

We spend our summer holidays at a bungalow on the beach. It is white, surrounded by cool porches, and set on a cliffy coast overlooking the immense Pacific Ocean. My father is a busy cotton merchant, and so he can come out there only on weekends. He brings friends with him to enjoy the swimming and the fresh air. Sometimes he takes us for picnics in one of the ancient ruins or temples along the shore. Once my brothers discovered a mummy in an old temple, and I was terribly scared. I would much rather collect shells and bits of pottery. Sometimes I find pretty pieces of old vases, which I save in a glass jar.

The liveliest day of the year is my birthday. My mother and grandmother spend a lot of time cooking the little doughnuts and cakes stuffed with custard for my party. I wrap the favors in little packages. Then friends from my school and two cousins about my age come to my birthday party and we spend the afternoon playing games. Since it is Santa Rosa's Day, all of Lima is celebrating. People come from all over the country to visit the shrine of Santa Rosa and attend mass in the cathedral. Santa Rosa was the daughter of a rich family who spent her life caring for the sick and the needy, so it is the custom to give gifts of clothing and food to the poor and money to hospitals and charities during her festival. It is very exciting to have been born on the birthday of such a famous saint.

Kimi sa ra ki (how do you do)! This is how I greet my friends in my native language. We say "*Qué tal?*" at school to Father Jeronimo, for he is teaching Spanish to us Indian children from the Sierra. My name is Huascar Katari. I was named for the last king of the Incas, who ruled Peru long ago. This makes me very proud, because I know that my Inca ancestors had one of the finest civilizations and the largest empire in all of South America.

Today, though, life is hard for an Indian family. Our villages are small and not all have schools, so that my friends and I have to walk a long way to the next town to get to school. My parents' farm is near Lake Titicaca, the highest lake on earth, we have been told. On our treeless highlands about thirteen thousand feet up, which is very high, icy winds blow all day and night, and very few things will grow in the rocky soil. My father has some small fields enclosed by low stone walls. Here we grow potatoes, corn, and *quinoa* (KEEN-wa), a kind of cereal.

Not long ago my brother and I helped build our new house. My father showed us how to make adobe bricks out of mud and straw. While they were drying, we cut *totora* (to-TO-ra) reeds on the lakeshore for the roof. We always cut a lot of reeds because my father uses them to make his fishing boat, too. When the house was finished, my grandfather, who lives with us, set a heavy tin cross on the roof to keep evil spirits away.

I love to go fishing on Lake Titicaca. The boats have pointed ends and huge sails made of reeds. But how cold it can be as the wind blows across the lake! We have to wear very thick woolen ponchos. These are big square blankets my mother weaves, with a hole in the middle for the head. They keep you wonderfully warm. We also wear pointed woolen caps with a long piece on each side to protect our ears from the piercing wind. My sister knits these for us every year.

Here in the mountains, women work all day long. I never see my mother idle. She is either feeding the chickens, pigs, and guinea pigs (we raise guinea pigs to eat) or grinding corn and *quinoa* for our meals. While I am in school, she sits for hours in the patio weaving the wool we get from our lambs and llamas. The spinning of the thread she does all year round, usually on her way to market. You never see an Indian woman walking without a spindle in her busy hands. We get almost everything we need for our living room from our farm and our own work.

But we don't work all the time. A lot of the things we make are to play with. Every boy knows how to cut a flute and play songs on it. My brother is very handy at carving little figures and toys out of dried pumpkin shells, which I paint. Sometimes I make miniature boats out of reeds and sail them in a sheltered cove of the lake. I also dye the wool for my mother. This is work, I suppose, but I like to make the dyes and blend them and see how they come out in the wool.

On Sunday the whole family goes to market in Puno. Our beloved llama, Nusta, goes with us to carry the heavy things, but we take bundles on our backs, too. My mother puts my baby sister in her bundle, like a bird in a nest, to keep her warm. We go to mass in a whitewashed church, and then sit in the broad marketplace around the fountain. There we meet all our friends and go to the dances with them when the marketing is over. The dancers swirl in circles, with beautiful feather crowns on their hats. The many colors of the women's skirts and blouses make them look like a field of flowers swaying in the wind. And what gay music we have—everywhere there is the sound of drums and flutes, guitars and even a harp! We children gallop about on our wooden horses pretending we are bullfighters. When we get hungry, there is *cazuela* (ka-SWEH-la) soup, and candy made of corn and sugar.

When we were little we had to stay home with our grandparents, for it was too much of a walk for us to get to market. But we didn't mind so much, for they told us wonderful stories of the old Inca kings, of Mama Occla and Pachacamac (PA-cha-ka-MAK), the creators of the world, and how they made the sun, the moon, and the stars, and blessed the mountains and the springs to protect our lives and welfare. Whenever we have plenty of things to take to market, and succeed in selling them all, I am sure that they are still looking after us.

The People - Story Game

by Peter Senn

This is a story and game about people. It will remind us that people are different in some ways and alike in other ways. This is how you play the people-story game:

I will read the story but every once in a while I will stop to let you fill in a missing word. I will show you how as we read the story and play the game.

Once upon a time there was a place where everybody was just the same. In the Land of Same People, everybody even had the same name. All the people were the same age, just seven years old—even the teacher. And they were all girls, even the principal and policeman. They were all the same height, three and a half feet, and all had red hair. Their skin was green, and they all wore blue shoes and purple polka-dot dresses. It was very confusing, because they all looked exactly alike. They all had the same income. They all liked the same things, and they all ate the same food.

But there was something even worse. They all *felt* and *thought* alike. When one was glad, they were all glad. When one turned sad, they all turned sad. At night they all dreamed the same dreams and when one shivered, they all were cold. If something made one of them mad, they all got mad. Imagine how it would be if you had to always feel like everybody else. That would be bad, but believe it or not, there was something still worse.

Not only did they *look* alike and *feel* alike, but they even *acted* alike. When one talked, they all talked. You couldn't understand a thing—but then, it didn't matter, because they were all saying the same thing. When one jumped, they all jumped. When one sat down, they all sat down. When one ran, they all ran. When it was time to read, every one of them picked up a book. When it came time to sharpen pencils or buy ice-cream cones, things got very crowded at the pencil sharpener and ice-cream stand.

Finally, one day, the Same People were so tired and bored because everyone was so much the same that they decided something must be done. So awful was it to look like everybody else, feel like everybody else, and act like everybody else that they decided to all be different, just as we are. They decided to look different, to feel and think differently, and to act differently. But this was hard because they didn't know how.

They needed some help, and there is where *we* can help them. They wanted to learn about people, and especially how people differ. When I read one way people look, you give me the opposite word—like some people are short and some people are . . . Now you tell me. ______ (tall)

Some people are old;
some people are ______.
Some people have white skins;
some people have ______ skins.
Some people have blond hair;
some people have ______ hair.
Some people have big families;
some people have ______ families.
Some people are thin;
some people are ______.
Some people have big feet;
some people have ______ feet.
Some people are boys;
some people are ______.

When the make-believe Same People found out that they could look different, they were very happy. They immediately decided to look different, so they could tell each other apart. But once they did that, they felt silly that they all felt and thought the same. They really wanted to have their own *feelings* and *thoughts*. Here is where we can help them again. Let's describe *opposite* feelings and thoughts, like:

Some people are happy;
some people are ______.
Some people believe in one idea;
some people believe in ______.
Some people are healthy;
some people are ______.
Some people feel love;
some people feel ______.
Some people ask questions;
some people ______.
Some people remember;
some people______.
Some people feel friendly;
some people feel ______.
Some people feel good;
some people feel ______.
Some people like wool clothing;
some people like ______.
Some people like fish;
some people like ______.
Some people like cities;
some people like ______.

How much better the Same People felt now! Life was so much more interesting now that they could be with people who looked, felt, thought, and acted differently from one another.

When one talked, the other listened, because it was interesting. When one got a drink, they weren't all thirsty at once. When one jumped up, the others stayed seated if they felt like it. They all acted in their own way when that was right. But they found, too, that they could still all act the same way when that was right—like all listening quietly to the teacher reading a story.

Of course, there never was a Land of Same People, because no people do look just alike. We all are born different. And all people have their own thoughts and feelings about the world. These thoughts and feelings make us all act differently. That is why our world can never be dull and uninteresting, as was the Land of Same People.

Mr. Dense and the Bridge

by Dorothy Light

There was a man named Mr. Dense who wanted to build a strong bridge across the river. First he had to find an engineer to do the job. Mr. Dense put a big red sign in his window saying BRIDGE ENGINEER WANTED. Then he sat down to wait.

He had not waited very long when a man came in. "How do you do," said the man. "My name is Mr. Span. I can build very good bridges. Here are some pictures of the bridges I have helped build already. I would like a job building the bridge for you. Can you use me?"

But Mr. Dense did not answer Mr. Span. He didn't even look at the pictures. Mr. Dense just laughed and laughed. "Go away," he said. "Your feet are too big. Your nose is too small. You cannot have the job." Mr. Span looked sad, but he left.

Mr. Dense made a new and bigger sign. This time it had red AND green letters saying BRIDGE ENGINEER WANTED.

Soon another man came to the door. "Hello," he said. "I am Mr. Joiner. I have studied and studied about bridges. I have some good ideas for just the right bridge to put over your river. May I come in and talk with you?"

Mr. Dense again laughed and laughed.

"What is the matter?" asked Mr. Joiner.

Mr. Dense heehawed. "Your eyes are too close together. Your ears are too far apart. I cannot use YOU to build MY bridge." And he slammed the door before Mr. Joiner could even come in.

Then Mr. Dense made a still bigger sign saying BRIDGE ENGINEER WANTED, and this time he made the letters bright purple and red and green. Surely now I shall find the man to build my bridge, he thought. So he stood near the door, watching. Just then he saw a man walking down the street.

"Wait," shouted Mr. Dense. "You are just perfect. Your feet are fine. Your nose is just right and your eyes and ears couldn't be nicer. I need YOU to build my bridge."

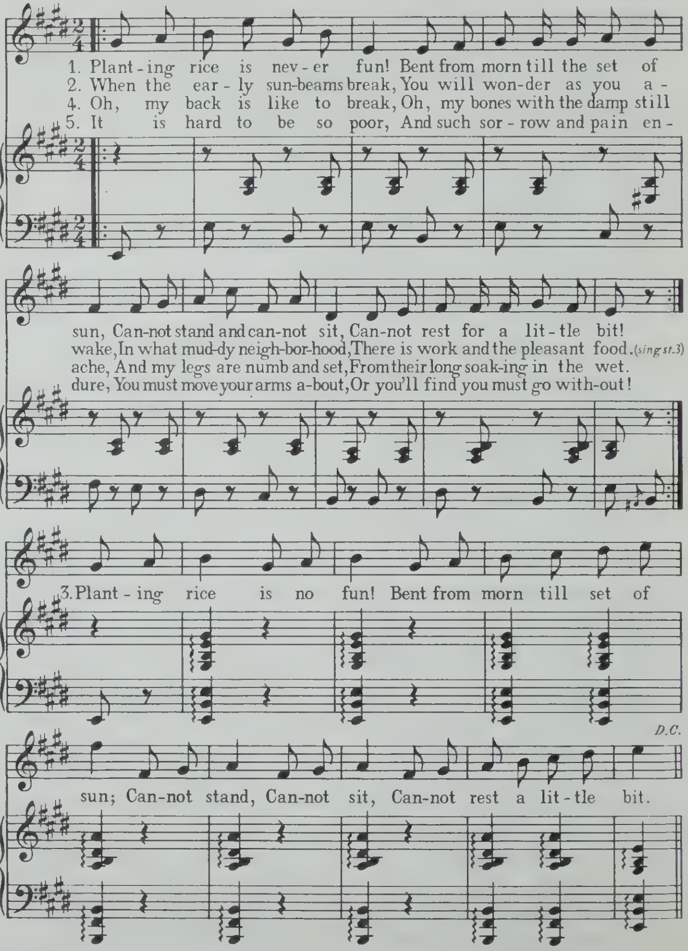
And so the man built it. But do you know what? Three days after the bridge was done there was a tiny little rattling noise. Then there was a bigger crack. Then a crunch. Next, pieces began falling from the bridge into the water. And finally the whole bridge just folded in the middle and tumbled down with a splash, a crash, and a gigantic roar.

Mr. Dense was very upset. "Whatever could have gone wrong?" he said. "That man had such nice feet, and such perfect ears. I was sure he could build a fine bridge. Oh dear, I wish I knew what I did that was wrong."

Well, Mr. Span knew. Mr. Joiner knew. You know, and I know. How long do you think it will take until Mr. Dense learns that looks can't tell you what's inside a man's head? His nose cannot tell you how good a worker he will be. His ears cannot tell you whether he will make a loyal friend. Poor, foolish Mr. Dense! I hope it will not take him long to find a GOOD engineer to build a strong, sturdy bridge. Maybe he has learned his lesson already.

PLANTING RICE

Song from the Philippines


1. Plant-ing rice is nev-er fun! Bent from morn till the set of sun, Can-not stand and can-not sit, Can-not rest for a lit-tle bit!
2. When the ear-ly sun-beams break, You will won-der as you a-wake, In what mud-dy neigh-bor-hood, There is work and the pleasant food. (sing st. 3)
4. Oh, my back is like to break, Oh, my bones with the damp still ache, And my legs are numb and set, From their long soak-ing in the wet.
5. It is hard to be so poor, And such sor-row and pain en-dure, You must move your arms a-bout, Or you'll find you must go with-out!
3. Plant-ing rice is no fun! Bent from morn till set of sun; Can-not stand, Can-not sit, Can-not rest a lit-tle bit.
D.C.

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BIBLIOGRAPHY

Books

Caldwell, John C. and Elsie F. *Our Neighbors in Africa.* New York: Day, 1961. A second-grade child who reads well might be able to read this book, or the teacher might read and discuss parts of it with the children. The material is well organized, simply written, and accompanied by good reproductions of photographs. All tell about resources in the area, the geography, the people and their work, the tools they use, their customs, rural and urban life, and schools.

Clark, Ann Nolan. *The Desert People.* New York: Viking, 1962. About second- or third-grade reading level. The book deals with the homes and villages of the desert Indians, men's work, women's work, and festivals. The Indians are shown as a people clinging to tradition, who have nevertheless borrowed from others; the book gives an idea of what they have borrowed.

———. *In My Mother's House.* New York: Viking, 1941. A fine book, simply and poetically written, containing much information about the rural and village life of the Pueblo Indians. The teacher might read the book to the children, stopping to show the illustrations and to discuss Indian family life, beliefs and values, homes and villages, use of the land, feelings about nature, work, and tools.

———. *Little Indian Pottery Maker.* Chicago: Melmont, 1955. A second-grade text about a little Pueblo Indian girl who tells how she learns to make pottery. Making pottery is women's work. The end papers give an appealing map of the village and farmlands.

Darbois, Dominique. *Achouna, Boy of the Arctic.* Chicago: Follett, 1962. A good reader in the second grade could read this book, which gives a brief, well-illustrated description of an Eskimo boy's life.

Diska, Pat. *Andy Says . . . Bonjour!* New York: Vanguard, 1954. A picture book that one of the class might read or retell, using the pictures, to the class. A little American boy goes to live in Paris, where all the children speak French. Life would have been very difficult for Andy but for the fact that Minou, the cat, could understand him. The boy and the cat explore Paris together, and with Minou's help Andy learns to speak French; the French children learn to speak English. An amusing story that suggests the feelings of frustration that language barriers present.

Donna, Natalie. *Boy of the Masai.* New York: Dodd, Mead, 1964. Excellent photographs convey a feeling of closeness to this African boy who lives in a city but goes to visit his cousins in a tribal village. He sees one of his cousins being initiated into the warriors' hunting group.

Edel, May. *The Story of People: Anthropology for Young People.* Boston: Little, Brown, 1953. This book is intended for teachers, and since it is written for young people, it may be particularly useful to the second-grade teacher. Two chapters seem of special importance: "People Are Different" (pp. 30–36) and "Does Race Make a Difference?" (pp. 160–87).

Evans, Eva Knox. *All About Us.* New York: Capitol, 1947. Anthropology for the fourth- or fifth-grader. The teacher might find this book more adaptable for use with second-graders than a more scholarly treatise.

Floethe, Louise Lee. *The Indian and His Pueblo.* New York: Scribner, 1960. Everyday life in an Indian pueblo.

Holding, James. *Mr. Moonlight and Omar.* New York: Morrow, 1963. Selim was sad to see his poor father pull the heavy plow in their fields in Morocco. He wondered why Mr. Moonlight, the donkey, could not pull the plow, or why Omar, the bad-tempered camel, could not help. He discovered the right combination for help with the plowing: the donkey, then the camel, then the plow. The children should note Selim's innovations and his experiments to increase the ease of farming and the productivity of his father's farm.

Jones, Jessie Orton. *This Is the Way: Prayers and Precepts from World Religions.* New York: Viking, 1951. A book of lovely illustrations and prayers from many of the world's great religions, expressing man's feelings toward God, toward nature, and toward other men.

Justus, May. *New Boy in School.* New York: Hastings House, 1963. Second-graders who read well will enjoy this book, or the teacher can read it to the class. It deals with problems of a Negro boy in an otherwise all-white school and the way in which he works out an adjustment with the help of his parents, his teacher, and his classmates. If the teacher reads the story aloud, she might stop from time to time to discuss it with the class.

Maziere, Francis. *Parana: Boy of the Amazon.* Chicago: Follett, 1959. Excellent photographs and a second- or third-grade text give considerable information about the life of a jungle Indian boy. The stage of economic and technical development is evident. A trip to the trading post is described.

Riwkin-Brick, Anna. *Eva Visits Noriko-San.* New York: Macmillan, 1961. The book presents, with many illustrations, the story of Eva, a little Swedish girl, who visits a little Japanese girl in Japan. Each child is first shown alone in her home territory and then together during the visit. The give-and-take between them receives attention.

Saxon, Gladys R. "Best Friends," pp. 67–74 in *All Kinds of Courage,* ed. Sidonie M. Gruenberg. Garden City, N.Y.: Doubleday, 1962. Judy Wong had some uncomfortable days in the new school in the town to which her family had moved from Chinatown. Judy's father was a scientist in a missile laboratory. In the new city the family would live as Americans, no longer as Chinese-Americans. The teacher will have to read or retell this story.

Schloat, G. Warren, Jr. *Johnnyshah, a Boy of Iran.* New York: Knopf, 1963. The text is of about fourth-grade level, but a good second-grade reader could learn a lot from its excellent photographs. The book gives insight into the life of a boy of modern Iran. His is a rugmaking city where whole families, even small children, work for two or three years on one rug. A map of the town square is included, and the photographs show the buildings indicated on the map. The children might like to examine the map, relating the buildings in the pictures to the ones on the map.

———. *Junichi, a Boy of Japan.* New York: Knopf, 1964. The high standard of living of the Japanese people can be seen in this photographic story. Junichi's house will interest the class, who may be aware that modern architects prefer larger rooms and fewer divisions. The teacher should point out that beauty and cleanliness are very important to the Japanese family.

———. *Uttam, a Boy of India.* New York: Knopf, 1963. The clear, informative photographs and short texts give a good impression of life in one of India's many villages. The class might talk about how hard the people have to work and what little returns they get from their labor, what kinds of tools they have to work with, what improvements have already been made and what can be hoped for. Religious and social customs are presented.

Solem, Elizabeth F. *We Learn About Other Children.* Chicago: Encyclopaedia Britannica Press, 1954. Photographs and short texts show how families of several countries work; how they get their food; what their homes and towns are like; the games the children play; what the land is like, how it is worked, and the kinds of tools used.

U.S. Committee for UNICEF. *Hi Neighbor.* New York: Hastings House, 1961, 1964. These seven booklets are for the teacher's use. Each contains information about four different countries. For each country there are letters from a city child and a rural child, a folk tale illustrating some of the values of the people, a short history, and a few paragraphs about the government, games, folk crafts (with directions for classroom activities), recipes, and a short glossary giving the native equivalents for such common words as *mother, father, child,* and *food* and for greetings and salutations.

Worthlake, Mary. *Children of the Seed Gatherers.* Chicago: Melmont, 1964. A story of the acorn-eating Indians of California and Oregon.

Arabian Children. 16 min., sound; b & w $90, rental $4.50; color $180, rental $7.50. Encyclopaedia Britannica Films, 1954. Shows the experiences of children in a family in the desert land of Jordan; pictures their roles in the family and the ways in which they help their parents in housekeeping and farming; surveys the educational program; depicts the family's dependence on the camel and on the scanty water supply for its continuing existence.

Boy of India: Rama and His Elephant. 11 min., sound, b & w $60, color $120. Coronet, 1956.

Boy of Mexico: Juan and His Donkey. 11 min., sound, b & w $60, color $120. Coronet, 1954.

Boy of the Netherlands. 11 min., sound, b & w $60, color $120, rental $3.40. Coronet, 1957. Follows Willem as he takes a trip on a barge down the canals to Amsterdam, depicting life on the barge and along the canal. The captain points out a windmill, water-pumping stations, tulip fields, factories, and villages. Willem is pictured in Amsterdam as he buys a bicycle chain and a present for his friend, the barge captain, and on his return trip home.

Life in Northern Lands (Norway). 11 min., sound, b & w $60, color $120. Coronet, 1954. Portrays the seasonal activities of a family engaged in the raising of hay, oats, and garden vegetables and tending cattle in the short northern summer. Depicts the oldest boy working as a fisherman in Bergen and the father cutting timber on the mountain slope in the winter. Uses maps to locate their home. Compares the climate of Norway with that of other northern lands.

Meet the Sioux Indian. 10 min., sound, color $100, rental $3.40. Deusing Film Products, 1949. Portrays the nomadic life of the Sioux Indians and shows how they obtain, prepare, and preserve food and make clothing, emphasizing their adjustment to their environment.

Navajo Children. 11 min., sound, b & w $60, rental $3.50. Encyclopaedia Britannica Films, 1938. The experience of a Navajo boy and girl of Arizona and New Mexico are shown as they and their family move from the winter quarters to their summer home. Among the activities depicted are camping at night, competing in a marksmanship contest for young Navajo boys, repairing the new home, planting crops, tending the sheep and goats, and weaving rugs.

Skipper Learns a Lesson. 10 min., sound; b & w $60, rental $3.50; color $120, rental $5. Encyclopaedia Britannica Films, 1951. Skipper, a dog, learns that appearances are not important. When Susan, who is about eight years old, moves to a new neighborhood, the children invite her to play with them; but Skipper, her dog, refuses to go with her because he does not like the looks of the other children's dogs. But when he falls into some paint, he discovers that looks do not really matter.

LESSON 15: Looking Forward

PURPOSE OF THE LESSON

1. To remind the children that man has unlimited wants but limited resources.
2. To help the children discover that man always tries to find new and better ways to produce more in order to satisfy his wants.
3. To make the children aware that the study of nature and the resulting discoveries are the most important means of narrowing the gap between unlimited wants and limited resources.
4. To help the children understand that schools play an important role in preparing people for the future.
5. To help the children realize that knowledge is limitless and that learning continues throughout one's life.

REINFORCING THE RECORDED LESSON

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What did the children on the record want to be when they grew up? If they had lived one hundred years ago, would they have had the same wishes? Why?
2. What did children who lived one hundred years ago want to be? Why wouldn't you want to be those things today?
3. How does school help you get ready for the future? (School helps us to learn and discover ideas about the earth, sky, animals, plants, and people.)
4. What are some of the important ideas that people still have many questions about?
5. How do new inventions help to create more choices and jobs for many people?
6. Why is it important to learn about nature? Why is it important to learn about people?

ACTIVITIES

1. To remind the children that conflicts develop because people's wants exceed available resources, the class can discuss what they would like to have if a fairy would grant each of them three wishes. The class might prepare a display entitled "Wishes, Wishes, Wishes."

2. As a follow-up to Activity 1, the teacher might review with the children the fact that wishes are better fulfilled in some parts of the world than in others. The class can review living conditions in rural Guinea and Peru, as described in Lesson 14. The class might discuss why the people of the United States have more choices than the people of rural Peru and Guinea. The discussion should bring out that when people study nature and use their discoveries to increase production, they have more choices.

3. To help the children understand how the use of new discoveries may help us produce new and better goods in the future, the class can examine the pictures in "Let's Take a Trip" on pages 182 and 183. The class should discuss how these uses of new discoveries can mold our lives better as producers (choice of jobs) and as consumers (choice of goods and services.)

   The plastic house is an example of the greater choices we will have in *housing*. New uses for materials such as plastic, light metal alloys, fiberglass, and plywood may help solve the problem of housing the world's growing population. Further ideas on houses made of different materials can be found in the essay on R. Buckminster Fuller in Lesson 6.

The problems of finding faster, more efficient means of *mass transportation* are being approached in a variety of ways. The monorail train, shown in the illustration, is an example of a technique that is already in limited use and being considered for major adoption.

The improvement of *communications* is taking place at a very rapid pace. The example shown, the picture phone, is already in limited use. When it becomes widespread, it not only will be used and enjoyed in private conversations, but will become a useful tool for scientists, businessmen, and many other specialists.

To show how men will tap hitherto *unused resources* on earth in order to provide more food and mineral wealth, the class can study the illustrations of the desert under irrigation and the drilling station on the ocean floor. By using desalted seawater for irrigation, men will be able to produce many crops in the mineral-rich sand each year. Remotely controlled machines will plant, harvest, process, and package crops for shipment to metropolitan markets. The illustration of the drilling station shows how men will extract oil and other mineral resources from beneath the ocean.

The pictures of the *moon colony* and the Mars *spaceship* show how our research is also taking us far away from the earth as well as deep beneath the earth's surface. Although we do not yet know the full potential of outer space, projects such as those illustrated will bring us vital information and may find many valuable resources.

The ability to grow *food* without soil will be important for general human consumption as well as for travelers in outer space. The tomatoes shown in the picture are intended for use by men on long voyages, such as trips to distant planets. However, hydroponic vegetables, grown without soil, are already in full commercial use in some places.

4. To help the children review the ways in which knowledge and research are being used to enable us to find and produce more, the teacher can divide the class into committees corresponding to the illustrations described in Activity 3. Committees on housing, transportation, communication, the desert, the ocean, the moon, Mars, and food can report to the class on what they gathered from the pictures. The reports should describe what people are looking for, why they are looking for it, and how it may help us live better lives. Each committee can prepare a mural, consisting of their own drawings, to illustrate their report.

5. To develop an understanding of the contributions of scientists, the class can invite a speaker, such as a parent who is a scientist, or a graduate student in science, or a medical doctor, to talk about his work and the ways in which science may bring new knowledge to his field.

6. To bring out the fact that knowledge and research are necessary to understand and control nature, the class should study the photographs on pages 184–85. The teacher should discuss with the class the contributions of the scientists and the scientific work shown.

7. The teacher should emphasize that these scientists are doing basic research. In some of the pictures shown, the work being done has not been applied to practical uses. Curiosity is the main motivation for these scientists. The children should understand that many goods that make our lives comfortable were made possible because of the curiosity of such scientists. The class may recall the story of Dr. Fleming in Lesson 14. The story "A Good Question," also in Lesson 14, describes a small boy who may well become a scientist in basic research.

8. To give the class more background for the photographs on pages 184–85, the following information may be useful to the teacher. The teacher may want to retell it to the class.

   The world's largest radio-radar telescope is in Puerto Rico. Scientists built it to learn more about outer space. It is used both for basic astronomical research and to obtain information of value to space travelers. (The telescope's reflector measures a thousand feet in diameter. Five hundred feet above the reflector is the antenna, which aims the telescope to the ionosphere and outer space.)

   The scientist studying dirt is Dr. Michael Pisano. His research is an example of how scientists may find ways to make our lives better by trying out very unusual ideas. (The dirt he is studying contains a fungus that produces an enzyme that dissolves blood clots. His research may lead to a cure for heart diseases.)

Men still know little about the nature and behavior of the atom. As they learn more, they will be able to use nuclear power in a greater variety of ways. Scientists are studying specific uses of nuclear power as well as doing basic research on activity within the atom. (The photograph shows a scientist inspecting the tracks of subatomic particles. The tracks have been recorded by cameras mounted in a bubble chamber.)

Studying animals is an important method of learning about people. Medical and psychological experiments with animals give men ideas about human life and behavior. (The pigeons in the photograph are being used for experiments in learning theory. Scientists observe what can be learned, how easily it can be learned, and what factors encourage learning and its retention. The pigeons shown were trained by Professor B. F. Skinner.)

A variety of subjects are used for the study of animal behavior. Experiments with flatworms, as shown in the photograph, are made in an effort to determine whether memory involves only the brain or the chemical makeup of the whole body. This study will help us understand the chemicals of the human body and their functions. (The experiments that are shown are conducted by Dr. James V. McConnell. He is interested in finding chemical ways of facilitating learning in animals and men.)

The children should understand that dolphins are really mammals, like humans, although they look like fish. Scientists are studying sounds that dolphins make. The dolphins seem to have a definite pattern of sounds by which they talk to each other. Scientists may even figure out dolphin talk well enough to communicate with them. Dolphins also use sound waves as we use sonar, to avoid hitting objects ahead of them in the water. If we can learn how their sound waves work, we may be able to improve our methods of navigation. (The photograph shown was taken at the Marineland of the Pacific. It is one of a number of places in which this kind of research is being undertaken.)

The last two pictures in the sequence are intended to illustrate man in thought. The teacher can point out the thoughtful expressions on the faces of Albert Einstein and Rachel Carson. Like thousands of others all over the world, these scientists were committed to discovering new things in nature.

Miss Carson studied nature's checks and balances. She warned us by pointing out that animals, plants, and man are intricately related, and that the destruction of one element in nature affects the others. She alerted us to the dangers of air and water pollution and the thoughtless use of chemicals.

Many of the most important discoveries of scientists are dependent on other scientists' working out basic ideas and theories. Einstein thought out many of the most important ideas about energy. His ideas, for example, were used to develop nuclear power. Even now there may be scientists at work whose ideas will become the source of inventions and discoveries by thousands of other scientists.

9. To make the children aware that businesses are looking far ahead in developing ideas that may lead to the production of new and better products, the teacher can invite engineers and executives of the local phone company, airlines, construction companies, laboratories, or other industrial companies to tell about their research work. After the visit the class can prepare a mural titled "Businesses Compete with One Another in New Ideas." The children can also prepare a "Scientist at Work" display, using pictures from magazines and other sources.

10. To help the children understand that they are in school not only to learn how to do things, but also to develop the skills and interests required for a lifetime of learning, the teacher can read the essay "Learning for Tomorrow" to the class. The teacher should point out that the author, Dr. Szent-Györgyi, who is in his seventies, still loves to learn new things. He is still searching for those secrets in nature that will help people understand their world a little better.

    The teacher might read the essay with the children sitting around her. He might stop from time to time to discuss the following questions with the children.

    a) Do you see how specialists are helpful in discovering new things about nature? (Scientists discover many new things that are confusing to them. But after a while what they learn seems to fall into patterns and becomes easier to understand.)

    b) In what ways are books useful to us?

c) How does our learning become a part of us? (At first, learning to play a musical instrument, to paint, to ride a bicycle, or to play baseball seems difficult, but after a while the activity becomes a part of us and makes our lives more enjoyable.)

d) What is good about imagining you are the people in the stories that you read or that are read to you? (You learn to understand how other people feel. You learn how to get along better with other people. If the people in the story are foolish, you can learn not to be as foolish as they; or perhaps you can learn something good or useful by pretending that you are someone else.)

e) Will our world seem bigger or smaller as we see more of it on the television screen, in pictures sent from satellites, and in astronauts' photographs?

f) Have you learned things in school that you didn't know before you came to school? Is the world more interesting when you know more about it?

11. To introduce the children to the important work of those scientists who study people's behavior, and to show how the findings of these scientists can help us to live more peaceably together, the teacher can read the essay "How Scientists Study 'Getting Along' " to the class. The teacher should point out that the author, Professor Boulding, is a scientist who tries to find out why people do not get along with each other, and what can be done about it. The teacher can stop from time to time to discuss particular points. The following questions should be discussed.

a) What is conflict?

b) In what ways can conflicts be settled? (By finding out if differences might be due to misunderstandings; by having each side give a little bit; by having a third person, who will be obeyed by both sides, decide.)

c) What do the scientists suggest to lessen conflict between countries?

12. To help the children understand the kinds of conflict and how they are settled, the teacher can retell to the class carefully chosen events from recent news stories. The stories should be chosen to show conflict at the personal, group, and national levels.

13. As a follow-up to Activity 11, the teacher might ask members of the class to dramatize the following situations.

a) Two sisters share a bicycle. One day they both want to use it. One wants to ride it to the swimming pool. The other wants to take it to a playground on the other side of town. (After the two girls have begun to argue before the class, one girl may give in. If not, the teacher can ask other class members to help the girls resolve their conflict.)

b) Group A has used the same neighborhood playground every Saturday for two years. They get together to play ball at ten o'clock. One Saturday Group B, from another neighborhood, arrives at the playground at nine o'clock. When Group A arrives, Group B will not let the boys use the playground. Members of Group A state that the playground has always been theirs, and that they have the right to use it. They will let Group B play with them, however, if they like. Members of Group B say that only they will use the playground, since they got there first this Saturday. (Five or more children can play the members of each group. After both sides of the case have been presented, the teacher can ask the "audience" for suggestions on how to resolve the conflict.)

c) Two boys are playing checkers. One boy makes a very strange move with a checker. The move also takes away all the other boy's checkers. The other boy says, "You can't do that. That move is against the rules." But the boy who moved says, "Yes, I can. It is a good move." (The boys should call in someone who really knows the rules—probably an adult. The third person will decide who is right.)

14. To help the children understand some of the ways men hope to satisfy their wants in the future, the teacher can read from the collection of essays entitled "When You Grow Up." The

teacher should choose those topics that seem most pertinent to his particular class. Some of the essays deal with changes scientists feel may literally take place when the children grow up; others are "educated guesses" about a far-off time. The teacher should point out that scientists have ideas about how to get to Mars and how to produce synthetic foods, but before these ideas can be realized a great deal of research and experimentation must be done.

Today the public in general is in favor of exploring the unknown, even though some of the ideas seem extremely remote. Barriers in the minds of many of Leonardo da Vinci's contemporaries would have prevented them from sharing his hopes for air travel. Since his time men have broken down many barriers that once held back progress. Now, as men prepare for the future, they are willing to say, "It might be done if we work very hard."

The following information may be useful to the teacher in selecting essays to read to the class:

The theme of several of the essays is the anticipated increase in world population and man's effort to meet the challenge. In "Food for All" the children will learn that scientists are looking for ways to produce man-made foods to help satisfy increasing needs. In "Nuclear Energy" they will learn about men's efforts to find new energy sources to supplement our diminishing natural resources. In "Conservation" the need for preserving places to rest and play is stressed. As the population increases, parks, beaches, and playgrounds will be even more vital to public health than they are today. In "Transportation" the children will learn what men are doing to meet increasing needs for safer, faster, better means of transportation. Listening to the essay "Computers," they will learn about a new kind of machine that may be able to help men solve some of the big problems of the future, such as producing more food, improving transportation, and curing disease. (The teacher should stress that although the computer is a very useful tool, it is no substitute for men's minds.)

Automation is the theme in two of the essays. In "Work" the children will learn that machines are gradually taking away some people's jobs, but that other, more important kinds of jobs need to be done now and will need to be done in the future. What people will do with time released by automation is the subject of "Free Time." The children will learn that automation is reducing the workweek. When they grow up, there will be much more time to pursue special interests, hobbies, and volunteer work that will benefit their fellowmen.

Two of the essays—"The Moon" and "Outer Space"—reflect man's long search for the answers to questions about his world and universe.

Six essays deal with the general theme of making life in the future more comfortable and enjoyable. In "The Weather" the children will learn of man's hope to regulate the weather for everyone's benefit. In "Materials" they will learn about scientists' attempts to produce stronger, more flexible materials for general use. "Health" treats the subject of the search for cures for serious illnesses, and for ways to substitute synthetic parts for malfunctioning organs in the human body. In "The City" the children will hear of men's hopes and plans for beautiful cities of the future—cities in which slums and air pollution are a thing of the past. The essay "Opportunity" foresees a world in which everyone has a chance to lead the kind of life he wants.

The essay "Dolphins" is included as an example of a specialized kind of research in which scientists are engaged. That man will one day talk to dolphins may be doubtful; yet there is evidence that dolphins have a complex language of their own. Because of this scientists believe it is important to learn more about this unusual mammal.

15. As a follow-up to Activity 14, the teacher can ask the children to draw pictures illustrating the essays they were most interested in.

16. On the basis of the essays, the teacher might ask the children to dramatize situations that could happen when they grow up. One child could phone his family from the moon, describing what he saw there. A group of children could dramatize "an evening at home" in the future. The mother might discuss seeing a relative on the TV phone. The father could mention floating home in his hover-craft automobile. Other members of the family could talk about weather changes that will occur in the next few weeks. Depending on the length of the drama, such topics as conservation, leisure time, and health could be included.

17. The teacher may wish to take the children on a field trip to see a computer in operation. Banking is a field that could be chosen, since computers are widely used in banks.

18. To remind the children how important are ideas and man's ability to think, explore, discover, experiment, and invent, the teacher might read the poem "Man and His Ideas" to the class. The children might like to make a two-part mural showing animals' specialized characteristics—such as swiftness, strength, and ability to fly or live in water, and man's achievements in all these areas because of his ideas and ability to invent. Perhaps some children might like to make their own illustrated copies of the poem.

19. To bring out how the schools reflect the rapid expansion of knowledge in recent years, the children can interview their parents to find out what the children are learning in school that their parents did not learn. Such subjects as modern mathematics, new science, and economics could be included. The children can write illustrated reports and combine them for a mural titled "We Are Learning Things Our Parents Did Not Learn."

20. To emphasize to the children how different life will be when they grow up, the teacher might ask them to prepare a mural titled "The Busy World of Tomorrow." Pictures of the city, various means of transportation, and people enjoying leisure time could be included. The class can also prepare a playlet, and can be given time to make props. They should be encouraged to be imaginative, for today's most free-ranging dreams may be tomorrow's realities.

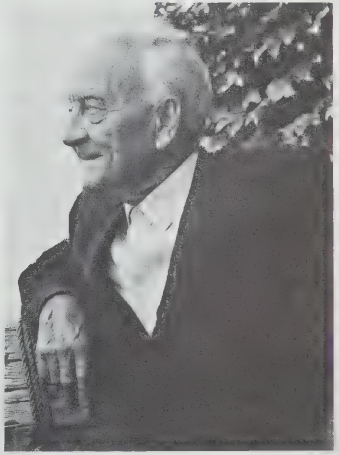
21. To develop their interest in the search for more and better ways of satisfying human wants, the children can examine the drawings on pages 180 and 181 of the text. They can speculate on possible developments and inventions of the future and then illustrate their ideas. They can make an exhibition of their illustrations and title it "The World When We Grow Up."

22. To give the children a last impression of the scope of their learning in this program, and to impress on them the important role they will play when they grow up, the class can read "A Letter to You" on page 186 of the text. They can then discuss what answer they would have written to this letter.

23. The following activity may be completed in the Activity Book.

15: "What Did We Learn?" After the children have completed the activity, the teacher should use it to start a discussion about what they have learned this year. Some of the sentences may remind the children of topics they especially liked and would like to review.

STORIES, POEMS, SONGS



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Learning for Tomorrow

Albert Szent-Györgyi

Adapted from "Teaching and the Expanding Knowledge,"
by Albert Szent-Györgyi, *Science*, Vol. 146, No. 3649, 4 December 1964, pp. 1278–1279.

Nature is wondrous and full of secrets. Men must work very hard and be very patient to discover Nature's secrets. But every day, scientists learn more and more of them. Well, this makes you children and your teachers wonder: how can we possibly learn all the many things that scientists are discovering? Do not worry, for Nature's most wonderful secret is that the truly important things are really simple. As scientists learn more and more, they discover that things that seem complicated and confusing at first are really all parts of a few simple big ideas.

I am one of those scientists that people call biologists. My science of biology tries to discover the secrets of living things—what makes men and animals and bacteria and plants live and grow and multiply. When I was young, biology was very complicated. I had to learn many different rules about different living things. But as I grew older and scientists discovered more and more, there came a time when we saw that all the many different things we had learned were really just different ways of looking at one or two important ideas.

How do we learn about our world? Surely, not by remembering and repeating everything that we read in books as if we were parrots. Then why do we use books? We study and use what is in books to help us to think. Books are really a storehouse of learning. If we cannot remember exactly what interested us in a book, we just go back to that book and read again what it said. And then we go on with our thinking. And who knows? Maybe our thinking can go ahead of what the writers of the books said. Maybe we can be pioneers in new ideas and new thinking. Who knows?

Most of us live quite a long time, and our school years are really only a tiny part of our lives. In school we begin to discover how many wonderful things there are to learn and do. School helps us to decide which of these we want most to do. In school we learn how to do a job well. In school we learn how to learn. And then we can go on learning all the rest of our lives. Why, my hair was already gray when I began to learn a new science for the first time. Now I am seventy-one years old, and I am still working away at discovering more of Nature's secrets.

What we learn becomes a part of us. What we learn helps us to understand and see and hear and even live in new and wonderful ways. We become the people in the stories we read. The poems we read help us to think about the world in fresh and different ways. The music we hear and the paintings and sculpture we see make us feel as if we made the music, the paintings, and the sculpture. We read about long-ago times and we imagine that we are the boys and girls who lived in those times and places. We do science experiments and make for ourselves the discoveries that great scientists made before us. It's much more fun to discover the great scientists' discoveries for ourselves than it is just to read about them. Perhaps we will enjoy the discovering so much that we will go ahead and make some new discoveries ourselves.

Today machines work faster and do more of our work for us. You have much more free time than your grandfathers had. What will you do when you have a *great deal* of free time? Why then you will do the things you have learned to do. Some of you will get pleasure from writing stories and poems and plays. Some of you will want to be reporters. Some of you will write music for people to sing and play, and more of you will sing in choirs and play in orchestras. Some of you will paint and draw and build and make things.

Long ago, most people thought that the world was hardly more than the place where they lived. Today we know that the world is bigger than those people believed. We read books about people and places all around the world. We can travel across land and sea in a very short time. Our radios bring us news of people near and far away every hour. Our television sets let us look at things that are happening not only on our own earth but way out in space as well. We see the photographs taken by satellites and the astronauts' rockets out in space, and we see the curving sides of our own wonderful world. Our world begins to seem smaller to us. *Our* world! The world of all of us!

All around our world are people writing stories and poems and people reading them, and people writing music and people making music and dancing, and artists painting pictures and people being pleased or surprised by them. All around the world people are working hard to make our world a healthier place. All around our world people are working hard to produce more food to bring to the hungry. Making our little world a better place takes a lot of work. Science helps us to do this work. Good feeling for our world helps us to do this work.

There have always been men and women who tried to make our world a better place. They have done this with their study of science and history and with their stories, poems, plays, their music, paintings, and hard work.

Because our country wants you boys and girls to grow up to be such people, school is perhaps the most important place in our towns and cities and countryside. And your teachers are very important people. As you boys and girls learn today, so will tomorrow be!

Univ. of Michigan News Service

Kenneth Boulding is the director of the Center for Conflict Resolution at the University of Michigan. A well-known social scientist, Dr. Boulding seeks better ways for men to resolve their conflicts peaceably.

How Scientists Study "Getting Along"

Kenneth Boulding

We all know that scientists study nature. They study the stars and the earth. They study animals and plants.

But not all scientists study nature. Did you know that many scientists study people? They study what people do. They study how people get along with each other.

Sometimes people who have different ideas don't get along well with each other. People who have one idea may do something that people with other ideas may not like. If two people want to have the very same thing, they may not get along well.

The scientist studies what happens when one person does something that another person doesn't want him to do. The scientist studies what happens when one group does something that another group doesn't like. He studies what happens when one nation does something that another nation doesn't like. When persons or groups have problems like these, we say they have conflicts.

Conflicts happen every day. You may have a conflict with your best friend. Suppose you are playing in the backyard. There is a swing in the yard, and you both want to swing first. You cannot swing at the same time, so there is a conflict between you and your friend.

Just as there is conflict between you and your friend, there can also be conflict between groups of people in a city. Suppose that a man bought a nice piece of land and wants to put a tall apartment building on it. People in the neighborhood don't like the idea. They don't want the building to go up. Others like the idea. The people who want the new building and the people who don't have a conflict.

Just as there are conflicts between people and groups, there are conflicts between countries. If two countries want to have the same piece of land, they have a conflict. There are many countries that have had conflicts for hundreds of years because they both wanted the same piece of land.

But conflict isn't always a bad thing. When you are playing games, you want your team to win. The other team also wants to win. But only one team can win. That means that your team is in conflict with the other team. This kind of conflict is good. Both teams follow rules of the game. Both teams know that one must lose the game. But no matter who wins or loses, everyone who plays enjoys the game.

In the same way, conflict can be a good thing for grownups. For example, conflicts between producers can benefit everyone. Automobile producers compete for the same customers. Therefore the producers have conflicts. All producers try to produce better and better cars so that they will get more customers.

There are times, though, when conflicts do not benefit people. They can harm people. When persons or countries don't know how to handle conflicts in an orderly way, they may stop talking to each other or trading with each other. Or they may have quarrels, fist fights, or even wars. Once people start fighting, it is very hard to settle conflicts. Scientists study the problem of how to settle conflicts in an orderly way.

Sometimes conflicts arise because people misunderstand each other. Suppose a boy named Joe walked by Ralph and Ed. Joe heard them laughing. He thought they were laughing at him. So he made a face at them. Ralph and Ed felt hurt because Joe had made a face at them. There was a conflict. What could be done to settle the conflict in an orderly way?

The scientist would say that the boys should talk to each other. And this is what happened:

Ralph and Ed walked over to Joe. Ralph said, "Why did you make that face?"

"Because you laughed at me," said Joe.

"We didn't laugh at you," said Ralph. "Ed was telling me a joke. Want to hear it?"

"Sure," said Joe, and he listened to the joke. Soon he was laughing too. And the conflict was settled in this way.

Sometimes conflicts arise because people want the very same thing. Suppose there were brothers named Tim and Mike. They belonged to the same baseball team, and one day, at the playground, they both wanted to pitch at the same time. They began to argue. The other team members had to wait. Everyone would be hurt unless the conflict was settled in an orderly way. What could the boys do?

The scientist would say that both boys have to give in a little bit. He would say that the boys should ask someone to help them settle their conflict. And this is what happened:

Mr. White passed by the playground. He saw the boys arguing.

"Hey!" shouted Tim. "There's Mr. White. Let's ask him to help us decide who should be the pitcher."

"O.K.," said Mike.

The boys explained their problem to Mr. White. "Well, boys," he said, "looks to me as though this problem is easy to solve. You'll be playing more games this summer, won't you?"

The boys nodded.

"Then why doesn't one of you pitch today, and one pitch the next time you play? Tim, why don't you pitch today, and Mike the next time?"

Mike thought about this idea. "O.K.," he said. "You're the pitcher, Tim."

"O.K.," said Tim. "And you pitch next time."

The conflict at the playground had been settled in an orderly way.

Sometimes people aren't willing to give in the way Tim and Mike did. Suppose there were two neighbors, Mr. Brown and Mr. Smith. There was a beautiful young peach tree between their homes. The peaches weren't ripe yet. Both men were anxious for the peaches to ripen so that they could eat them. But they had a conflict. Each man thought the tree belonged to him. They started to argue, and neither man would give in.

The scientist would say that the men should go to court and let a judge decide who owned the tree. And this is what happened:

"Your honor," said Mr. Smith, "the tree is on my land. The peaches belong to me."

Mr. Brown said, "No! The peach tree is on my land. The peaches are mine!"

Then the judge told an expert to measure the boundary lines. He found that the peach tree was far inside Mr. Smith's property. The judge declared that the peaches belonged to Mr. Smith. Mr. Brown had to obey the decision.

If people want to settle their conflicts in an orderly way, they must be willing to listen to other people's ideas, and they must be willing to obey the law.

In school we learn how to handle conflicts in an orderly way. We do it by learning how to get along with other people. We learn that when we hurt others, we hurt ourselves, too. Children who don't learn how to get along with others won't have many friends.

Grownups have found ways to handle their conflicts better and better. And they are looking for ways to help countries settle their conflicts better. Not long ago, most of the nations of the world met together to find ways to settle their conflicts. They called themselves the United Nations. Now, when one country feels that another country has done something it shouldn't have, all the nations meet to find a way to settle the conflict in an orderly way. Many differences between countries have been settled through the work of the United Nations.

Scientists who study conflicts want to keep them under control. They think there should be specialists who keep an eye out for conflicts among countries the way forest rangers keep an eye out for fires.

The forest ranger is always on the alert for forest fires. He looks over the forest day and night to spot any sign of smoke. If he sees smoke, he reports it immediately, and men and equipment are sent to keep the fire from spreading. They must work fast because in the forest a small fire can quickly grow into a big fire.

In the same way, specialists from different countries could work together. They could carefully watch for any signs of conflicts among people. If they thought a conflict could become dangerous, they could try to settle it immediately. In this way we can hope that our future world will be a peaceful world.

When You Grow Up

FOOD FOR ALL

When you grow up there will be many more people in the world than there are today. Even now, there isn't enough food to give everyone in the world all he needs. What will happen when there are many more people to feed?

Men will learn to harvest food from the waters of the world. Delicious foods will be made from tiny green water plants. The plants will be grown indoors, under special lights that will shine like the sun twenty-four hours a day. This will help the plants grow very fast. When they are ready, the plants will be dried and powdered and flavored so that they can be used in many different ways.

Someday men will know more about the chemicals that foods are made of. They will know why certain foods look, taste, and smell the way they do. Then they will know how to produce good foods from chemicals. The chemicals will come from the air, the earth, and the sea. In special factories, men will change the chemicals and mix them and make good food out of them. "Umm," you will say at the dinner table. "What a good meal!"

Men will have to produce more food to feed the growing number of people in the world. But scientists are working on the problem of feeding their fellowmen. And they will know much more when you grow up.

NUCLEAR ENERGY

When you grow up, the same source of power that makes the sun give off light and heat will be used by men to light and heat our cities. It will do many more important jobs, too.

Tiny particles called atoms are the source of this great power. Every living and nonliving thing on the earth is made up of tiny atoms. Men call the power they have discovered within the atom nuclear energy.

Today thousands of pounds of coal and oil are used to light and heat our cities. But the earth's supply of these precious natural resources is limited. Someday our big cities may be heated and lighted by just a few pounds of nuclear fuel.

Nuclear energy will have many more uses in the future. It is so powerful that it can be used to move great amounts of earth for men's benefit. Someday huge harbors and canals may be dug out in no time at all, through use of nuclear energy.

The use of nuclear energy isn't limited to giant jobs like these. It can also be used to do smaller, but very important, jobs. Today nuclear energy is used to help sick people. Sometimes a doctor wants to get a very good look inside a person's body. He gives the patient a drink of liquid with atomic particles in it. When the doctor looks through a special machine at the patient, the liquid in the patient's body glows. Watching the way the liquid moves through the patient's body, the doctor can see what is making him ill. Someday nuclear energy may help men learn much more about health. It may help them learn more about the brain and other parts of the human body.

Nuclear energy will be used to improve the food we eat, too. In the same way that doctors use nuclear energy to learn more about health, scientists are using it to learn more about the way plants grow. Today scientists put atomic particles into the soil. Then, using a special machine, they can trace the particles as they move through the plant. They learn how to improve the soil to produce bigger, healthier plants.

Because the power of nuclear energy is so great, the government has carefully controlled its uses. The government has also paid much of the cost of developing nuclear energy because the cost was very high. It would still cost more to heat a city in the United States with nuclear power than with oil. But men are looking for ways to lower the cost, and more and more of the work with nuclear energy will be done by businessmen.

And someday rockets powered by a few pounds of nuclear fuel will leave the earth, with many men aboard, to explore our universe. Astronauts will talk over a nuclear-powered radio to people on the earth and on man-made satellites whirling round the earth.

This could all happen—when you grow up.

CONSERVATION

When you grow up, men will work hard to keep our country beautiful. In a busy, working world there must be fine parks and forests and beaches. People will need more quiet, beautiful places where they can rest and play.

Our country will be much more crowded when you grow up. It won't be easy to keep our parks, beaches, and woodlands nice. But men will find ways to keep them pretty even though they are used by many people.

Men will also learn to keep lakes and rivers clean and pure. People won't dump dirt and chemicals into drinking water. They won't fill the skies with smoke and soot. They won't let floods wash good soil into the streams and rivers and out into the ocean.

People will see to it that everyone has a chance to enjoy green valleys, sparkling lakes and rivers, clean air and pure water.

Will you help keep your country bright and green and clean —when you grow up?

TRANSPORTATION

When you grow up, there will be faster, safer, and better ways to travel from one place to another.

Someday cars may be very different from the cars of today. Instead of riding on wheels, they may float in the air close to the road. Powerful blasts of air from the bottom of the car would keep the car from touching the ground. Think what a smooth ride people would have!

These cars may be guided by computers. Then there would be fewer accidents. People would get in their cars, turn on a switch, and be taken wherever they wanted to go. Maybe you will travel in a car like that someday. You would be able to sleep or eat or play games with your children while the car moved swiftly along.

Travel by boat or ship will be different too. People will be able to travel in a new kind of ship that rides above the water. Men have already built boats and small ships that can do this. When the boat is moving, the whole boat is out of the water. It rides above the waves on skis. These boats go very fast, and people get a smooth ride because the waves can't rock the boats.

Someday big ships that ride above the water may speedily cross the ocean.

People like to travel, but sometimes travel is slow and uncomfortable or unsafe. Men will find faster and safer ways to travel —when you grow up.

COMPUTERS

When you grow up, many things will be different in our country. A new tool called a computer will bring some of the changes. The computer is a machine that can do arithmetic problems and help men find answers to very hard problems. Some people think this invention will be as important to man as wheels and the printing press have been.

What does a computer look like? You might think it looks like a big refrigerator with flashing lights. Inside a computer are whirring tapes, many wires, and thousands of tiny magnetic rings. Often many other machines are used with the computer, and all of them together can fill a very big room.

For a long time men have looked for ways to do arithmetic faster. Inventors tried long ago to make machines that could do arithmetic problems, but they all worked very slowly. Today our computers can do more difficult arithmetic problems in one hour than thousands and thousands of scientists with paper and pencil could do during their lives. Computers can work faster because engineers today know much more about electricity and science.

How have computers helped us? Well, without them, our scientists would have had to work many more years to learn how to use nuclear energy; it would have taken many more years to build jet airplanes and rockets. And it would have taken many more years to learn some of the new ideas scientists have about nature. To do all of these wonderful new things with computers, people in government, business, and universities are working together.

How do people work with computers? People figure out what facts the computer will have to use to answer problems. These facts are made into a code of punched holes, instead of words. The holes are punched on cards or thin tapes. Electricity carries the information from the holes in the cards or tapes to a place in the computer where it will be kept until needed. Then, when people ask the machine a question, it checks all the facts, and before you can say "Jack Robinson!" the best possible answer comes out on a piece of paper.

The government ordered one of the first computers. Men used the computer to count all the people in our country. The computer helped them find out how many old people, how many children, and how many people without jobs there were. The computer did the job quickly. It used to take several years.

Businessmen bought computers too. Today computers make up paychecks for all the workers in big factories and stores, make up the bills and mail them out, check the supplies, and mail out orders for new supplies.

Some computers have had facts put in them so that they can run other machines. Computers can run huge oil refineries, chemical factories, steel mills, or electric power plants. And only a few people are needed.

Banks and insurance offices use computers to keep their records up to the minute. Big department stores use them to discover what people like to buy and how to sell more goods.

A telephone company uses a computer to help it plan ways to make its service better. Before, when the company wanted to try out new equipment, it had to build a new building, produce the new equipment, install it in the building, and try it out over a long period of time. If the new equipment did not work, the company lost lots of money. Now the telephone engineers draw plans of the equipment on paper, check the figures on the computer, and find out in a few days whether the new equipment is worth producing. Think how much time, materials, work, and money the telephone company saves!

Many factories use computers to help them design new cars or airplanes or to plan better working methods.

Railroads and airlines use computers to find out if trains or airplanes have space for passengers.

Computers help engineers build bridges, jet engines, and rockets. They help doctors find the causes of sickness. They help police locate traffic jams. They make it possible for astronauts to be rocketed in space and return safely.

The computer factories keep making better computers. Engineers hope that someday computers will help men even more than they do today. They hope that books filled with engineering facts can be put into computers. The computer would pick out the important facts in the books and type up a list of them for men to read. That would save a lot of time. People wouldn't have to read whole books to find what they wanted to know.

When computers are smaller and cheaper, farmers will use them to find out how much machinery and fertilizer they need on their land to get bigger and better crops. One of these days Farmer Brown will sit at home in front of his TV screen and watch his tractor—with no driver—work up and down his fields. If the tractor doesn't do what he tells it to do, he will shut it off with controls at his chair.

If engineers have been able to make computers do so many wonderful things in just a few years, can you imagine how much computers will do—when you grow up?

WORK

When you grow up, machines will do many of the jobs that people do today. And they will do them better, faster, and cheaper.

Automatic machines will do most of the jobs that men do in factories. They will stamp, bend, mix, twist, bolt, roll, assemble, pump, and do a thousand other jobs. Other machines will check to see that all these jobs are done right. And machines will be able to repair themselves, too!

Machines called computers will help men pick the best ways to produce and sell goods and services. They will show whether it is better to ship certain goods by train or airplane. The computer will give businessmen much useful information.

Will these machines take jobs away from people? Yes, they will take away some jobs—the jobs they can do better than people. But there will be new and more important jobs for people to do.

The world will need workers who understand how these complicated machines work. It will need men who can design and build automatic machines and computers. It will need people who know how to use them to solve problems.

Our world will need many more teachers, doctors, social workers, and other men who are trained to help people. Even though machines will be able to do wonderful things, they will never be able to help people the way other people can.

Machines will do more jobs, but they will only serve people—when you grow up.

FREE TIME

When you grow up, people will have more free time. They will have more time because there will be many new machines to help men do their work. Men may only work a few days a week. Weekends will be much longer than they are now. People will have long vacations from work each year.

What will people do with all this free time? People will do different things. Some will probably sit and look at their toes. But this would be very boring!

Many people will spend some of their free time playing—playing golf and tennis, or swimming, skiing, or sailing.

Some people will be volunteers in the community. They will see jobs that need to be done in their neighborhood and town. They will use their time to help make life more pleasant and more useful for others.

Some people will volunteer to work in hospitals. Others will take jobs in their town's government. Others will work for better schools and libraries and parks in their town.

There will always be plenty of important jobs that must be done. And what a wonderful way to spend your free time, helping other people! Maybe you will—when you grow up.

THE MOON

When you grow up, men will probably make regular trips to and from the moon. While there, they will live and work in scientific laboratories.

It will be a different kind of life for the men. Everywhere they go they will have to take oxygen along with them, because there is no air to breathe on the moon. No rain falls, and there are no clouds.

But life on the moon will be exciting. Men will study the surface of the moon to learn what it is made of. They will try to learn how the moon was formed and how old it is. Every day they will learn something new.

Using telescopes, these men will study the planets, the sun, and the stars. The view from the moon will be much better than it is from the earth. And men on the moon will be able to see clouds and storms form on earth.

And someday the moon may be only a stopover for men on their way to distant planets! Will you be one of the pioneers who go to the moon—when you grow up?

OUTER SPACE

When you grow up, people will know much more about the other planets and the far-off stars than they do today.

Men will go to Mars in a spaceship and come back to the earth to tell us about it. Of course, it will be many years before this happens. In the meantime people are building new equipment that will tell us more and more about the planets and the stars.

This equipment will be sent into space, riding in rockets. Then, from somewhere in space, the equipment will tell scientists the answers to many of the questions we ask today:

How were the stars made?
How were the earth and the other planets made?
How long ago were they made?
Will they all last forever?
Are there any plants, animals, or people anywhere else in the universe?
Will we ever be able to communicate with living things on other worlds?

These are some of the questions men may be able to answer—when you grow up.

THE WEATHER

When you grow up, men may know how to control the weather. As long as man has lived on the earth, he has worried about the weather:

Will there be floods this year?
Will lightning start fires in the forests?
Will hail destroy the crops?
Will there be enough rain to grow healthy crops?

Scientists are studying ways to control the weather. Someday they may find a way to cause rain to fall as often as they want on the earth's huge deserts. Then thousands of acres of dry land could be used to grow crops.

If men could control the weather, think what else they could do! They could make cold places warmer and hot places cooler. They could melt the ice and warm up the North Pole so that people could live there in comfort. They could cool off the very hot places on the earth too.

And wouldn't it be wonderful if scientists could keep hail from falling on tender plants and lightning from starting forest fires?

The weather is very important, so men must be careful when they start to change the earth's weather. But they may be able to bring wonderful, helpful changes in the weather—when you grow up.

MATERIALS

When you grow up, many of the things you use will be made of materials that still haven't been invented.

Look around, and what do you see? You can see things made of wood and paper, of steel and plastic, of cloth, leather, rubber, and glass. In years to come men will learn to make new materials and make better use of old ones. They will make glass that won't break, even when it is hit with a hammer; glass that bends like rubber; plastics that won't burn, melt, or wear out; metals that are stronger and lighter than any we know about today.

Men will make wonderful things out of the new materials: pots and pans that never need scrubbing; walls that won't show dirt or scratches; suits and dresses that never get dirty. And someday there may be clothes made of new materials that cost so little they can be worn once and thrown away!

New materials will help men pioneer in space. Men will make spaceships that can't be damaged by heat or cold. They will make new fuels that will send spaceships into the sky with great power.

Whether you are getting dressed in the morning, or cooking a meal, or taking a trip to the moon, you will use new materials—when you grow up.

HEALTH

When you grow up, people will know much more about curing sick people and keeping healthy people well. Scientists will make new medicines to kill many of the germs that cause sickness. They will know how to cure people of some kinds of sickness that now keep people in bed for weeks or months.

When a person's heart grows tired, doctors may be able to give him a new one. It would do its job for many years and give its owner a happier, healthier life. And doctors will probably learn to replace other parts of the body that grow tired or are hurt.

The world will be a richer place because of all this. Many people who might have been sick will be healthy. They will be at their jobs, producing goods and services for others. They will be at home, enjoying family life.

Of course there will still be some kinds of sickness, but men will know a lot more about what causes them and how to cure them—when you grow up.

THE CITY

When you grow up, our cities may be nicer places in which to live. Men will find ways to make cities quieter, cleaner, and more beautiful.

You will be able to walk and shop far from the noise and danger of cars. There will be more parks in which you can walk, play, or just rest. Fast, quiet trains will whisk you quickly wherever you want to go in the city.

The city will be an exciting place. There will be bigger and better theaters, museums, and zoos. Men will tear down ugly, dirty buildings; in their place will be airy, beautiful buildings. No chimneys will puff black smoke over the cities; the air will be fresh and clean.

Men will have to think and work very hard to do all of this. But the busy people of the city must have better places to work and live. Maybe you will help make the city a safer, more beautiful place—when you grow up.

OPPORTUNITY

When you grow up, men may live more peacefully with other men. More people may learn to live by the golden rule. Do you know the golden rule? It says: Do unto others as you would have them do unto you. That means that you should treat others the way you like to be treated. If you are polite and friendly to others, they will usually be polite and friendly to you.

The golden rule can also mean that your neighbor should have the same chances to do things that you have, and that you should have the same chances as he.

Chances for what? Chances to go to school. Chances for each person to learn as much as he can. Chances to get good jobs. Chances to live in nice places.

Some people do not always want to give others the same chances they have. But perhaps these people will learn. They will learn that the world needs everyone's best ideas and work. And they will learn that people don't do their best if they aren't treated fairly. Maybe everyone will be able to give the world his best ideas and best work—when you grow up.

DOLPHINS

When you grow up, men may be able to talk to dolphins. Dolphins live in the water, but they aren't fish. Like people, they are mammals and must breathe air.

Men have known for a long time that dolphins are smart, friendly animals. Dolphins in zoos and sea theaters entertain thousands of people every year. They have been trained to play basketball, to jump through hoops, and to put out fires by splashing water on them.

Scientists think that dolphins can do more than perform tricks. Scientists have been studying the sounds that dolphins make. The dolphins seem to have a language of their own. They click, bark, whistle, and even make a sound like a creaking door.

Men cannot understand what dolphins say to each other, but some scientists are trying to learn this language. And who knows? Someday men may be able to talk to them by using a special code. Wouldn't it be amazing if dolphins could tell men things they want to know about the sea?

Dolphins seem to like people as well as they like other dolphins, so they may be willing to help us—when you grow up.

Man and His Ideas

by Leon Trachtman

Men can send a giant rocket
All the way to Mars,
Figure out how hot it is
On many distant stars,
Fly a jet plane all around
The world in just a day,
Talk by telephone with people
Many miles away,
Write great music, paint a picture
That delights the eye,
Build a graceful tower that seems
To reach the sky.

But there are things men cannot do
As well as creatures in the zoo.
They cannot fly up in the air
As birds and insects do.
Their muscles are not very strong;
The lion's are much stronger.
They cannot swing high in the trees;
The monkey's tail is longer.
Men aren't as big as elephants.
They can't see in the dark.
They have no shells as turtles do.
They can't swim like the shark.
They haven't fur to keep them warm;
Nor feathers have they got.
They cannot stand the weather cold.
They cannot stand it hot.

But men have learned to use the wheel,
Turn hot iron into steel,
Speak and read and write their words,
Build machines that fly like birds,
Make great telescopes that show
From far-off stars a brilliant glow,
Build a microscope that tells
What lies inside of tiny cells,
Write a poem, sing a song, and
Tell what's right from what is wrong.

Men have minds, and they can think—
Nature made them so.
Animals just want to live,
But people want to know.
There is no end to learning,
However much you know.
For each step taken you can see
A thousand more to go.
Some things people think of can
Be useful right away—
Cars and movies, TV sets
To cheer the gloomy day.
But sometimes people have ideas
Of quite another kind
They aren't useful right away;
They just please the mind.
But someday, someone else may take
These same ideas and show
How they are useful in a way
Nobody else could know.

Men march in step with new ideas
As to a beating drum.
Ideas alone can lead us to
The better world to come.

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PART III

Index-Glossary

INDEXES

Four indexes are provided: an index to the Resource Unit, an index to the Textbook, an index to the Activity Book, and an index to the Recorded Lessons booklet.

These indexes are for the exclusive use of the teacher. They contain many technical words, phrases, and definitions that children are not expected to be able to use or understand. Such adult language is included simply to facilitate the use of the indexes by the teacher, who will instinctively look for precise references.

The definitions of terms and principles included in the indexes can be extremely useful as a teaching guide. The teacher should remember, however, that although children should understand the functioning of principles, they need not define terms or recite principles.

The following abbreviations are used throughout the indexes:

RU—Resource Unit

A—Activity, as indicated numerically in the section entitled "Activities" found under each lesson heading in the Resource Unit

P—Purpose, as indicated numerically in the section entitled "Purpose of the Lesson" found under each lesson heading in the Resource Unit

S—The section entitled "Stories, Poems, Songs" found under each lesson heading in the Resource Unit

T—Textbook

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